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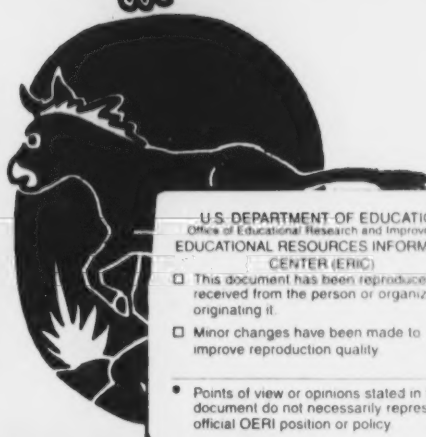
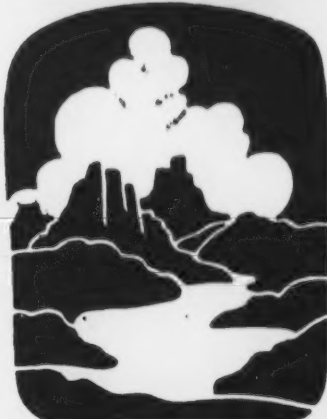
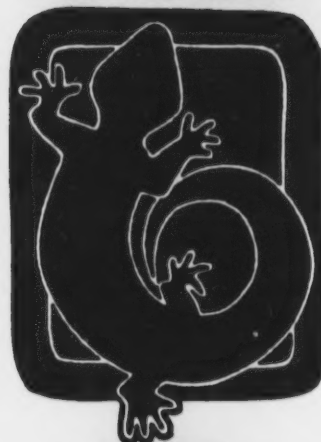
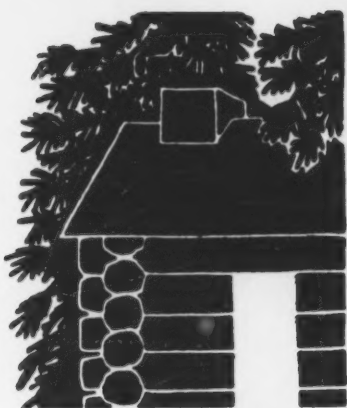
ABSTRACT

This manual, designed to help public libraries in Arizona to plan their summer reading programs for children, celebrates the 25th anniversary of the Arizona Reading Program. The material in the manual is prepared for libraries to adapt for their own uses. Chapters of the manual include: (1) Introductory Materials; (2) Goals, Objectives and Evaluation; (3) Getting Started; (4) Common Program Structures; (5) Planning Timeline; (6) Publicity and Promotion; (7) Awards and Incentives; (8) Parents/Family Involvement; (9) Programs for Preschoolers, including bulletin board/wall decorations/clipart, display ideas, finger plays, songs, flannel board stories, recipes, activities, crafts, and a preschool selected bibliography; (10) Programs for School Age Children, including the Arizona Pony Express Pen-Pal Program, display ideas, crafts, recipes, activities, games, storytelling ideas, and a school age selected bibliography; (11) Programs for Young Adults, including crafts, activities, puzzles, and a young adult bibliography; (12) Special Needs; and (13) Resources, including people, companies, and materials. A master copy of a reading log and reading program evaluation form are included. (AEF)

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READ

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ARIZONA

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IR057329



State of Arizona
**DEPARTMENT OF
LIBRARY, ARCHIVES AND PUBLIC RECORDS**
GladysAnn Wells, Director

PROVIDING
Preserving
Arizona
ACCESS

January 1999

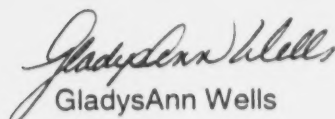
Dear Reading Friends:

We live in a society fascinated by the latest technology. I share the wonder over opportunities that science and technology bring. However, the most portable, flexible, shareable, durable conveyer of information remains the old-fashioned book.

This year we celebrate the 25th anniversary of Arizona's Reading Program. Our program seeks to encourage reading and the exploration of the printed word. (I think it is important to note that reading is as important to access computer-generated data as it is to the world of literature.)

Please join with us to commemorate 25 years of successful reading programs. Celebrate the joy of reading and its importance in every aspect of our lives. Read something different and see what vistas open for you! Our state is unmatched in its history, diversity, and rich scenic beauty – please read more about it!

Sincerely,


GladysAnn Wells
Director

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PROCLAMATION

* READ ARIZONA DAY *

WHEREAS, Read Arizona Day is a part of the twenty-fifth anniversary of the Arizona Reading Program sponsored by the Arizona Department of Library, Archives and Public Records; and

WHEREAS, the main goal of the *Read Arizona Day* is to have parents, librarians, caregivers, prominent local officials, and the general public read to children of all ages; and

WHEREAS, research shows that when children are read to, they do better in school; and

WHEREAS, Read Arizona Day is an opportunity to highlight the importance and joys of reading; and

WHEREAS, the first day of June is the kickoff date for the twenty-fifth annual Arizona Reading Program in libraries across Arizona;

NOW, THEREFORE, I, Jane Dee Hull, Governor of the State of Arizona, do hereby proclaim June 1, 1999 as

* READ ARIZONA DAY *

and encourage every child and young adult to be in the company of a book that day.

IN WITNESS WHEREOF, I have hereunto set my hand and caused to be affixed the Great Seal of the State of Arizona

Jane Dee Hull

GOVERNOR

DONE at the Capitol in Phoenix on this fifth day of January in the year of One Thousand Nine Hundred and Ninety-nine and of the Independence of the United States of America the Two Hundred and Twenty-third.

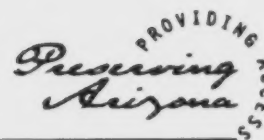
ATTEST:

Steve Bayless
Secretary of State





State of Arizona
DEPARTMENT OF
LIBRARY, ARCHIVES AND PUBLIC RECORDS
GladysAnn Wells, Director



LIBRARY EXTENSION DIVISION

ROBERT MACHINSKI
Division Director

**Local Governing Body Resolution Proclamation
Sample**

WHEREAS, Read Arizona Day is a part of the *Read Arizona* Arizona Reading Program; and

WHEREAS, the main goal of the Read Arizona Day is to have parents, librarians, caregivers, prominent local officials, and the general public read to children of all ages; and

WHEREAS, research shows that when children are read to, they do better in school; and

WHEREAS, Read Arizona Day is an opportunity to highlight the importance and joys of reading; and

WHEREAS, the first day of June is the kickoff date for the twenty-fifth anniversary of the Arizona Reading Program in libraries across Arizona, sponsored by the Arizona Department of Library, Archives and Public Records;

THEREFORE BE IT RESOLVED that the _____ calls on the citizens of _____ to assure that every child is in a safe place reading together with a caring adult on June 1, 1999 as part of *READ ARIZONA DAY*;

AND BE IT FURTHER RESOLVED that this body enthusiastically endorses *Read Arizona Day* and recommits our community to engage in programs and activities at the library that enriches the appreciation and enjoyment of reading.

READ ARIZONA

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Introduction

It is with great pleasure that the Arizona Reading Program committee presents this manual to the Children's Services library personnel across Arizona! This is the twenty-fifth anniversary of the Arizona Department of Library, Archives and Public Records sponsoring the Arizona Reading Program! We are one of a few states who have had this length of tenure! Some State Libraries are just now beginning to sponsor statewide programs. How far we have traveled!

I would like to thank ALL my predecessors who charted the course for the successful reading programs throughout the years. Without their tenacity to detail and love for children and reading, none of this would be possible.

Many of the Library Extension Division (LED) consultants who chaired the ARP committee are still in the area, but some have moved to other states. The following consultants laid the groundwork for the foundation and framework for the program. Children and Children's Services library personnel have benefited greatly from their pioneering work:

1974-1977:	Jean Murphy
1978-1980, 1984:	Sandra Nelson
1981-1983:	Fay Freed
1985-1986:	Mimi Collins
1987-	Ali Mattei-Mejia
1988-	Leanna Shaberly and Beth Ellen Woodard
1989-	Beth Ellen Woodard
1990-1993:	Deborah Tasnadi
1994-1997:	Jan Elliott
1998-	Linda Mc Cleary

In addition to the LED consultants, countless Children's Services librarians from all over the state have assisted in the compilation of the manual, discussion of the choices of promotional items and other ideas which keeps the committee active. Without them, the program would be dead! If you see them at meetings, please give them hearty congratulations for a job well done over the past years!

Arizona Reading Program committee members, again, provided the expertise for the manual. The Department of Library, Archives and Public Records (DLAPR) edited and published the manual, and then distributed it to Arizona public libraries. The ARP committee members come from all over Arizona: from large metropolitan libraries to small, rural libraries with only a few staff members. My profound thanks to each ARP committee member who provided the material for this manual!

We hope you enjoy this year's theme for the twenty-fifth anniversary of the Arizona Reading Program, *Read Arizona!* If you have any suggestions or questions, please don't hesitate to contact me in Phoenix: Linda Caldwell McCleary, 1100 W. Washington, Phoenix, AZ 85007; e-mail: limccle@dlapr.lib.az.us; 602/542-5841; in Arizona only 1-800-255-5841 or FAX 602/256-6372. Enjoy your summer program!

The Arizona Reading Program is funded in part with funds granted by the Department of Library, Archives and Public Records under the federal library Services and Technology Act, State Administered Program, as amended.

SPECIAL NOTES ABOUT THIS ARIZONA READING PROGRAM

1. Posters, glossy sheets of clip art and other graphics:
Were designed by Pat Kenny, designer / proprietor of Pat Kenny Graphic Design, a design studio in Phoenix. She received her BFA in graphic design from Wichita State University in 1972. She opened her studio in 1978, producing logos, brochures, publications and books for a variety of clients.
Her interests include photography, playing piano, reading and hiking. She is a volunteer tutor with Literacy Volunteers of Maricopa County.
She and her husband, Ken Lucas, live in Phoenix and enjoy book collecting. It's known that she can't resist buying a beautifully designed book, regardless of the topic, but considers that a virtue, not a weakness.
2. Free Promotional Items:
As in the past, DLAPR will make the following promotional items available free to participating Arizona libraries:
Certificate of Completion (for the reading program)
Reading Logs
Posters
Clip Art
Book Bags
Read Arizona manual
Bookmarks
3. Awards and Incentives
DLAPR will coordinate orders for prize items. We anticipate the following items to be available, at cost, if enough libraries order:
Pencils
Stickers
Celluloid Buttons
Key rings
Zipper Pulls
Oval Patches
T-shirts & Polo shirts
Canvas Bags

We hope these items will be distributed by early April 1999.

Dear Librarians:

I'm sending a huge THANK YOU to all the members of the Arizona Reading Program committee!!!

Louisa Aikin	Maricopa County Library District
Kristi Bradford	Tucson-Pima Public Library
Susan Lynne	Tucson-Pima Public Library
Dawn Gardner	Flagstaff City-Coconino County Public Library
Margaret Jesus	Payson Public Library
Deborah Kearns	Cottonwood Public Library
Kami Krenz	Braille and Talking Book Library
Terry Morris	Payson Public Library
AnnaDel Paxton	Flagstaff City-Coconino County Public Library
Diane Tuccillo	Mesa Public Library
Cheri Jean Brown	Charles C. Royall Public Library
Shari Brown	Mesa Public Library
Julie Hagood	Tucson-Pima Public Library
Cathy Coffman	Sunrise Mountain Branch Library
Elly Reidy	Glendale Public Library

Their hard work and creative ideas are the meat of this manual. Their willingness to share their ideas and time is what makes this program work. We are deeply indebted to each of you.

The committee members have contributed the games, crafts, decoration ideas, activity sheets, and graphics that you will use in creating your summer programs. They are a wonderful group of people to work with, and I feel privileged to have met each of them. They are creative, enthusiastic, dedicated and always willing to share. They are very inspiring just to be around.

Another mainstay of this project is Gloria Rojel of the LED Staff and Peggy Zeller of the Administrative Staff. Their dedication and thorough work is what pulls all the chapters of the manual into a good looking, cohesive unit. They work for months on the typing and revisions each year. We couldn't do without their contributions.

Gloria, and all my committee members, thank you for all your hard work.

Linda C. McCleary
Public Library Development Consultant
Library Extension Division
Arizona Department of Library, Archives and Public Records

Arizona has had successful reading programs for twenty-five years. Many children have enjoyed the following themes which have been used statewide.

Arizona Reading Program Themes

- 1974 "Monster Zoo"
- 1975 "Arizona Round-Up"
- 1976 "Our Country"
- 1977 "Wizard Of Oz"
- 1978 "Star Ship To Adventure"
- 1979 "Open The Elfin Doors"
- 1980 "Ready, Set, Go!"
- 1981 "Stake Your Claim"
- 1982 "Lions & Tigers & Books"
- 1983 "Bone Up On Books Be A Bookasaurus"
- 1984 "Your Own Adventure"
- 1985 "Bite Into Books"
- 1986 "Unlock Your Universe With Books"
- 1987 "Sakes Alive--We're 75"
- 1988 "Time Travel--You Are There"
- 1989 "Books Give Us Wings"
- 1990 "Have Books, Will Travel"
- 1991 "Read Arizona"
- 1992 "Rainbow Earth"
- 1993 "Libraries: The Greatest Show on Earth"
- 1994 "Get A Clue At The Library"
- 1995 "Pandamonium At The Library"
- 1996 "Every One A Winner"
- 1997 "Book A Trip To The Stars"
- 1998 "Readers Of The Round Table"
- 1999 "READ ARIZONA"

Planning Children's Programs: a manual

**compiled and edited by
Linda C. McCleary
Public Library Development Consultant
Department of Library, Archives and Public Records**

Funded by the Library Services and Technology Act.

Goals*

Goals are general statements of mission or purpose. Written goals for the library guide the staff in determining the philosophy of the library and the role of the library in the community. Goals serve as tools for planning the directions of all library activities. Therefore, if the library has no written goals, they should write some. Since children's services are unique and require special consideration, the general library goals should specifically include children's services.

Individual programs have written goals. Consider the library's general goals when writing program goals. Program goals help the programmer to coordinate a specific activity with the library's overall goals and to set priorities for service. Program goals may also justify staff time and budget distribution. Goals for a Reading Program should answer the question, "Why have a Reading Program?"

Objectives*

After determining the goals, develop the objectives. Objectives are specific, measurable statements that show how the goals will be achieved. When forming objectives, you must think ahead to the evaluation. Since the evaluation will try to determine if the objectives have been met, the objectives must be measurable and within the possibility of the library staff. For example, an objective may read, "Children participating in the Reading Program will maintain or improve their reading levels during the summer months." That sounds like a good objective and one that would be worthy to achieve. However, unless you take steps to test each child before and after the Reading Program, it will be impossible to determine if this objective has been met.

The objectives that will be easiest to evaluate and compare from year to year are the ones that require counting and/or calculation. Objectives may include statistics such as program registration, number of children who completed their requirements for the program, circulation of juvenile materials, or numbers registered from each grade and from each school. These numbers compared to the previous year's statistics are saved to compare with the following year's. To determine what percentage of children from each grade in each school participated in the program, use these statistics. Several day's circulation figures can be compared with several similar days from the previous year using care to assure samples are statistically valid. To maintain or improve any or all of these statistics, write objectives.

Setting Priorities

After goals for the overall program have been determined, write objectives for each phase of the program. The Reading Program may be long and complex, so before the planning begins set priorities. This is especially important if the library has limited staff and resources. Take into account the following when setting the priorities for your program: advance planning, publicity, incentives and rewards, follow-up activities, and any other items that you feel are an integral part of your program.

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EXAMPLES

Following are examples of three general goals for a Reading Program, objectives relating to them, and possible strategies to implement the objectives:

GOAL 1.

THE READING PROGRAM WILL ENCOURAGE CHILDREN TO READ DURING THE SUMMER.

OBJECTIVES:

- A. Increase Reading Program registration by 5% over last year's.
- B. Include book talks and bibliographies in 10 Reading Program activities.
- C. Increase circulation of the children's collection during the Reading Program by 10% as compared with the circulation statistics from the previous year.

STRATEGY 1.

Plan several months in advance to design or use a Reading Program with a popular theme. Develop publicity fliers, worksheets, membership cards, and certificates that are attractive and well done.

STRATEGY 2.

Distribute Reading Program materials as widely as possible. Publicize the Reading Program with fliers and posters. Visit schools and organizations to promote the program. Use the local media to publicize the program.

GOAL 2.

THE READING PROGRAM WILL ENCOURAGE CHILDREN TO READ MORE WIDELY BY SUGGESTING A VARIETY OF BOOKS FROM DIFFERENT SUBJECTS.

OBJECTIVES:

- A. 50% of Reading Program participants will read nonfiction as well as fiction books.
- B. Increase circulation of juvenile literature by 10%.

STRATEGY 1.

Require that the participants read a certain number of specific types of books.

STRATEGY 2.

Create and distribute specific subject area bibliographies: lists of nonfiction and fiction books that relate to this year's theme.

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STRATEGY 3.

Use a game format such as Book Bingo or Random Choice, library maps or reading guides so that children must read a variety of subject areas to complete the requirements.

GOAL 3.

ENCOURAGE READING ALOUD AT HOME BY DEVELOPING A PRESCHOOL AGE READING PROGRAM COMPARABLE TO THE SCHOOL AGE READING PROGRAM.

OBJECTIVES:

- A. 25% of the preschool population will register for the Read-To-Me program.
- B. 75% of the preschoolers attending story-time will be enrolled in the Read-To-Me program.

STRATEGY 1.

Plan several months in advance to design a Read-To-Me program. Develop colorful, attractive and well produced fliers, membership cards, and certificates.

STRATEGY 2.

Advertise the Read-To-Me program to the parents of story time participants and preschoolers. Use the media to promote the program. Distribute fliers in the library and in the community.

REMEMBER: It is important to choose goals appropriate to your library—those that reflect community needs and the overall goals of the library. Any staff involved with children's services, as well as the library director, should participate in their development. If time and money are not available to work toward achieving all goals, pick the most important ones and work toward them.

Evaluation

Evaluation is the final step of any program and the beginning step for the next one. Evaluation helps to refine or develop goals based on reality. The objectives you set for your program will determine the areas to be evaluated.

There are many types of evaluations all of which are useful in different ways. The following list will give you some suggestions for areas to evaluate.

Suggested Areas Of Evaluation

Quantitative Measures

1. CIRCULATION STATISTICS: Tabulate juvenile circulation statistics separately from the adult circulation statistics. This will enable you to determine if the Reading Program has increased total juvenile circulation, and it will enable you to compare circulation figures from year to year.
2. CHANGES IN SUBJECT AREAS READ: Differences can often be seen in the type of materials circulating. Changes can be the result of the effectiveness of book talks, bibliographies or games used.
3. TOTAL NUMBER OF READING PARTICIPANTS: This can measure the impact of publicity, school visits and program format.
4. ACTIVE PARTICIPATION IN THE READING PROGRAM: Define active as reading a minimum number of books. This statistic will tell you how appealing your program was and if it kept the children interested.
5. REGISTRATIONS: Use registration figures to determine the number of new users as an indication of the success of your publicity and the effectiveness of your programs.

Qualitative Measures

6. FOCUS GROUPS: Bring together a group of 8 to 12 people representing your target group. With 3 to 5 prepared questions, open a discussion which will generate the information you desire.**
7. PEER EVALUATION: Involve colleagues, community members, and/or other interested individuals in formal or informal evaluations of your program. This can be done through:

UNOBTRUSIVE OBSERVATION, (assigning individual(s) to unobtrusively observe the program, clientele reactions etc., during the actual presentation. The emphasis here

rev. 10/94

** Adapted from *Evaluating Library Programs and Services: Tell It! Training Manual*. Edited by Douglas Zweizig with Michele Besant. Madison, WI; School of Library and Information Studies, University of Wisconsin, 1993.

is on observing the quality of the reactions, not the quantity (of attendees, numbers served, etc.).

FORMAL QUESTIONNAIRES, PANEL DISCUSSIONS, OR FORMAL REPORT WRITING, are other methods of peer evaluation.**

8. **FAST RESPONSE SURVEYS:** Are used to gather baseline data on a new program or service, and to make informed, quick decisions used to adjust programs, when existing data is unavailable. Fast response surveys are given to a small sample group and contain few questions. Generally these surveys are done in questionnaire format, but focus groups are another alternative.**
9. **ATTITUDINAL MEASUREMENT:** Used to determine feeling states of mind regarding your program, and especially valuable when you are collecting and comparing users and non-users. Attitudinal measurement assesses levels of satisfaction, predisposition towards certain actions or reactions, and assists in predicting future behavior. All of these can be valuable in improving your programs.**

Quantitative and Qualitative Evaluation

When evaluating a program or service, collecting some type of statistics is considered mandatory. Statistics are your **QUANTITATIVE EVALUATION**. For instance, you may collect statistics showing changes in circulation during your reading program, or members of youngsters in attendance at the program. In the list above: "Suggested Areas of Evaluation", items 1-5 are examples of quantitative measures.

Combined with quantitative evaluations, most libraries are also using **QUALITATIVE EVALUATIONS**. Examples of qualitative evaluations include fast response surveys, focus groups, peer evaluations and observations. (Items 6 through 9 on the "Suggested Areas of Evaluation" list.)

Qualitative measures are a valuable complement to the statistical measures collected, especially when presented to people outside your library staff such as county or city leaders, funding agencies, or library trustees. Statistics can be dry and relatively meaningless to these individuals because they don't have the basis to compare these numbers over time. However, statistics combined with quotations and examples gleaned from surveys or focus groups, have been found to a very effective to demonstrate the value of library programs.

We hope you begin to use some of the qualitative evaluation measures and follow up by presenting them in your program reports to your library director, board members, funding agencies, and to the State Library in your Arizona Reading Program Evaluation this year.

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** Adapted from *Evaluating Library Programs and Services: Tell It! Training Manual*. Edited by Douglas Zweizig with Michele Besant. Madison, WI; School of Library and Information Studies, University of Wisconsin, 1993.

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REPRODUCIBLE READING PROGRAM SURVEYS

Source:

Output Measures for Public Library Service to Children by:
Virginia A. Walter
Chicago, ALA, 1992

Summer Reading Program Survey*

Please take a few minutes and answer these questions. Your answers will help us improve the Summer Reading Program next year!

1. How old are you? _____
2. Are you a boy or a girl? Circle the right answer. BOY GIRL
3. Make a check mark in front of any of these activities that you took part in this summer.
☐ Summer school
☐ Family vacation
☐ Swimming lessons
☐ Other lessons
☐ Camp
4. How did you hear about the Summer Reading Program? Please check the right answer. You can check more than one answer.
☐ My mother or father told me about it.
☐ My teacher told me about it.
☐ The librarian told my class about it.
☐ I heard about it at the library.
☐ Some other way.
☐ I don't remember.

More questions on the next page...

* Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children*. Chicago, ALA, 1992.

Summer Reading Program Survey* (continued)

5. Make a check mark in front of the library activities that you took part in this summer. Draw a happy face after the activities that you especially enjoyed.

_____ Reading books
_____ Story hours
_____ Awards ceremony
_____ Magic show
_____ Film programs

6. What did you think of the prizes this summer? Check the right answers. You can check more than one answer.

_____ I didn't get any prizes.
_____ Great!
_____ Okay.
_____ Dumb.
_____ I don't care one way or the other.

7. What did you think of the theme of the Summer Reading Program? Check the right answer.

_____ I didn't pay any attention to the theme.
_____ I liked it.
_____ I didn't like it.
_____ I don't care one way or the other.

8. Tell us anything else you think we should know about the Summer Reading Program. You may write on the back of the page.

Thank you for answering our questions. Please give this form to the librarian today.

* Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children*. Chicago, ALA, 1992.

Cuestionario del programa de lectura de verano*

Por favor toma unos minutos para contestar las siguientes preguntas. Tus respuestas nos ayudarán a mejorar el programa de lectura de verano en el próximo año.

1. ¿Cuántos años tienes? _____
2. ¿Eres un niño o una niña? Pon un círculo alrededor de la respuesta correcta.

Niño Niña
3. Pon una marca al costado de las actividades en que participaste este verano.

☐ Escuela de verano.
☐ Vacaciones de familia.
☐ Clases de natación.
☐ Otro tipo de clases.
☐ Campamento.
4. ¿Como te enteraste del programa de lectura de verano? Por favor marca la respuesta correcta. Tu puedes marcar más de una respuesta.

☐ Mi madre o padre me lo dijo.
☐ Mi maestro(a) me lo dijo.
☐ El/la bibliotecario(a) se lo dijo a mi clase.
☐ Me enteré de ello en la biblioteca.
☐ Amigos me lo dijeron.
☐ Me enteré de otra manera.
☐ No me acuerdo.

Más preguntas en la próxima página...

* Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children*. Chicago, ALA, 1992.

Cuestionario del programa de lectura de verano * (continuar)

5. Marque las actividades de la biblioteca en que participaste. Dibuja una cara sonriente al costado de las actividades que más te gustaron.
- _____ Leer libros.
- _____ Horas de cuento.
- _____ Ceremonia de premios.
- _____ Programa de magia.
- _____ Programas de película.
6. ¿Qué te parecieron los premios de este verano? Marca las respuestas correctas. Tu puedes marcar más de una respuesta.
- _____ No recibí ningún premio.
- _____ ¡Estupendo!
- _____ Bueno.
- _____ Tonto.
- _____ No me importa.
7. ¿Qué tal te pareció el tema del programa de lectura de este verano? Marca la respuesta correcta.
- _____ No me fijé del tema.
- _____ Me gustó.
- _____ No me gustó.
- _____ No me importa.
8. Cuéntanos cualquier otra cosa que necesitamos saber acerca del programa de lectura de verano. Puedes escribir al otro lado de esta página.

Gracias por haber contestado nuestras preguntas. Por favor entregue este forma a el/la bibliotecario(a) hoy día.

* Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children*. Chicago, ALA, 1992.

Preschool Story Hour Survey*

Please take a few minutes to answer these questions. We are interested in knowing how you and the child you bring to the library respond to Preschool Story Hour.

1. How old is the child you bring to Preschool Story Hour? _____
2. Approximately how many times did you attend Preschool Story Hour this year? _____
3. Do you check out books for your child when you come to Preschool Story Hour? Circle the best answer.

AlwaysNeverSometimesDon't Know
4. Does your child remember and repeat the rhymes and finger plays that he or she hears at preschool story hour? Circle the best answer.

AlwaysNeverSometimesDon't Know
5. Does the content of the Preschool Story Hour seem appropriate for your child? Circle the best answer.

AlwaysNeverSometimesDon't Know
6. Do you use the follow-up activity sheet with your child? Circle the best answer.

AlwaysNeverSometimesDon't Know
7. Would you recommend that a friend bring his or her child to Preschool Story Hour? Circle the best answer.

YesNoMaybeDon't Know
8. Is there anything else you'd like to tell us about your experience with Preschool Story Hour? Please feel free to use the back of the page.

Thank you for answering our questions. Please leave this form with the librarian today.

* Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children*. Chicago, ALA, 1992.

Cuestionario de la hora de cuentos para niños preescolares*

Por favor tome unos cuantos minutos para contestar estas preguntas. Nosotros estamos interesados en saber como usted y el/la niño(a) que usted trae a la biblioteca reaccionan a la hora de cuentos para niños preescolares.

1. ¿Cuántos años tiene el/la niño(a) que usted trae a la hora de cuentos? _____
2. ¿Aproximadamente cuántos veces han asistido a la hora de cuentos este año? ____
3. ¿Saca libros para su niño(a) cuando vienen a la hora de cuentos? Pon un círculo alrededor de la mayor respuesta.

Siempre	Nunca	A veces	No sé
---------	-------	---------	-------
4. ¿El/la niño se acuerda y repite las rimas y los juegos de dedos que el o ella escucha en la hora de cuentos.

Siempre	Nunca	A veces	No sé
---------	-------	---------	-------
5. ¿Es el contenido de la hora de cuentos apropiado para su niño(a)?

Siempre	Nunca	A veces	No sé
---------	-------	---------	-------
6. ¿Usa las hojas de actividades de proseguimiento con su niño(a)?

Siempre	Nunca	A veces	No sé
---------	-------	---------	-------
7. ¿Recomendaría a un amigo(a) a que traiga a su niño(a) a la hora de cuentos?

Si	No	Quizás	No sé
----	----	--------	-------
8. ¿Hay algo que quisiera contarnos acerca de su experiencia con la hora de cuentos? Sientase libre de escribir en el otro lado de esta página.

Gracias por haber contestado nuestras preguntas. Por favor deja este cuestionario con el/la bibliotecario(a) hoy día.

* Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children*. Chicago, ALA, 1992.

Opinions vary among librarians as to the structure and formats of reading programs. Some libraries present a highly structured Reading Program during the summer; some have no formal structure at all; and most fall somewhere between these two extremes.

For instance, one library discovered that having a required reading list and requiring that a minimum number of books be read turned off the children in their program to the point that only 45% finished the program and received certificates. However, the children still seemed to enjoy the oral reports portion of their program, so the library changed the program to a contract system. Oral reports were given in a group sharing situation or two children shared a book they had recently read, with others in the group.

Another library totally abandoned any type of structured program and provided various activities in which the children could freely participate. A third library was very successful with a formal structured program in which the children were required to read a certain number of books to receive a certificate.

These varied program philosophies appear to result from the reasons why librarians do a Reading Program. To find out which is best for, you must first review your philosophy of programming, and in particular your philosophy on Reading Programs.

When you have reviewed your philosophies, ideas, and experiences, consider the following items that may also affect your program:

Facilities

- A. What amount of space is available and for what size group?
- B. What size is your group?
- C. Will the excessive noise level disturb other patrons using the library or is a separate room available for busy activities?
- D. Is there a play area available for outdoor activities? Is a local park available for opening or closing parties?
- E. How long will the programs be, and how often will they meet?
- F. Will decorations and displays be put up in the area?

Staff

- A. How large is the staff?
- B. Does regular or volunteer staff, increase or decrease in size during the summer months? Are older youths used as volunteer helpers for your program?
- C. How much time does staff, and volunteers have to participate in the program? Is it a key time for staff vacations?
- D. Can parents of participants help with activities or perhaps provide refreshments?

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- E. What special talents can staff, parents, and volunteers contribute to the program? (i.e., musical, arts & crafts, and drama)

Participants

- A. What is the maximum number of children you can accomodate?
- B. Will there be age limitations?
- C. Are participants broken up into groups based upon age, reading skills, grade level, or do they participate as one large group?
- D. Will a Read-to-Me program for pre-schoolers be offered?

Collection

- A. Does the library need to purchase materials from the bibliography provided in the Arizona Reading Program (ARP) manual, collection?
- B. Will bibliographies of your local resources be printed for the participants as supplemental handouts to the program?

Scheduling

- A. Decide when and how registration for the program will begin in the library.
- B. Contact local newspapers, radio stations, and possible television stations to find out what their deadlines are for publicity.
- C. What kind of school visit, if any, will there be? (i.e., thematic skit given, book talks, handout flyers or a short narrative on the program?)
- D. Alert all other library staff as to the dates of the programs and the special events.

Budget

- A. What arts and craft supplies do you have or can you purchase?
- B. What craft materials, prizes or incentives can be donated by local merchants?
- C. Will participants be asked to provide their own supplies for certain activities?
- D. Will it be necessary to purchase promotional materials in addition to those which the state provides free?
- E. Is it necessary to ask for additional money for performer's fees, overhead costs -- rental space, or additional publicity (flyer)?

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- F. Is it possible to have a fundraising project to add to the available revenue for the program?
Can your Library Friends group help?

Miscellaneous

- A. Can field trips be planned and completed?
- B. How can you use guest speakers, musicians, artists, and story tellers in your program?
- C. What kind of support might you obtain from various merchants and civic groups for the program?
- D. Has anyone else developed an activity or idea that had great success that could be used in the program?

Questions like these, along with an understanding of your personal interests and philosophy and the particular needs of your community, will help build the foundation on which the structure of your Reading Program will be based.

Structured Programs

Formally structured programs format allow the librarian more control over the participants' reading. However, they require a larger staff and a larger collection of material. Below are some items to consider in setting up a structured program.

1. Set age limits for children participating.

It is desirable to offer something for all age groups. If you only have time for one program, then try to reach an age group not normally served during the rest of the year. For example, if there is a storytime during the winter for pre-schoolers, offer something for school age children during the summer.

2. Determine the number of books/number of minutes children must read to get a certificate.

Try not to set the requirement so high that it will discourage children from reading or encourage "cheating" by way of reading below their level. It is important to remember that the slow reader, the learning disadvantaged and the handicapped child needs to feel that they belong. If you decide you want to require a certain number of books/number of minutes to be read by the participants, keep the number within a reasonable limit. Determine the length of your program and the average reading ability among your patrons. Make special provision for those children who are poor or non-readers to earn a certificate in some other way.

3. Create required reading lists.

Compile a list of books that reflect the theme of the Arizona Reading Program.

4. Avoid competitive programs.

If a library's main thrust is to reward the child who reads the most books, then the interest of the poor reader is lost. It is as great an accomplishment if the slow reader gets through one or two books as it is if the bookworm gets through 50 to 100. Make sure rewards are available to everyone.

5. Encourage oral or written reports.

Oral reports, while very time consuming, give the librarian and the child time to discuss books and gives the librarian an opportunity to determine in which direction to guide the child in future reading. Written reports stimulate the thinking and writing skills of the child.

NOTE: Be careful not to exclude any child because of handicap, reading ability, noncompetitive attitude or even part-time status in the program.

Nonstructured Programs

This format works best for small libraries with limited staff or volunteer resources. It is marvelous for the child who is looking for a non-classroom type summer activity.

1. Any child may participate.
2. There is no required reading list or minimum number of reports.

Design displays and special interest lists, but allow children to choose their own books from the library collection.

Any child who has participated by reading at least one book or by participating in one activity may receive a certificate.

3. Children keep their own reading records for personal satisfaction.
4. If the child moves or goes on vacation to another part of the state and the local library there has a summer reading program, the child may continue the program with them.

Contracts or Individual Goal Setting

1. Do not require a minimum or maximum number of books to be read.
2. Children set personal goals of how many books to read.
3. Draw up individual contracts between the children and the librarian delineating the agreed goal.
4. Sign contracts before beginning the program or when the children read their **first books**.
5. Do not quiz children on the books they have read.
6. Make no restrictions on the type of literature to be read. Encourage children to read at or above their current reading level.

Read-To-Me Programs

Although Summer Reading Programs have traditionally been directed at children who have learned to read, in recent years many libraries have also offered Read-To-Me programs for preschool children. Offer these in conjunction with the Summer Reading Program using the same or a different theme or at a different time of the year as a separate promotional activity.

A Read-To-Me program involves parents and children reading together. Children get credit for each book read to them. Award a certificate or other small prize upon completion of a certain number of books. The library may issue reading records and/or have a bulletin board or display where children keep track of the number of books read.

The Read-To-Me program can be an excellent activity to implement with groups of preschoolers who attend story hour in the library or whom the librarian visits at a child care center. Center staff could introduce the program to parents and encourage them to join and use the library to complete the program. The library and center could give a joint certificate. This could be a good way to reach those parents who may not read to their children or be regular library users.

On the following pages are two lists of tips for parents. You may wish to photocopy them and provide them to parents when they register their children for the Reading Program.

A Word (or 2) For Parents
How to Read Aloud With Your Child

1. **PLAN AHEAD.** Choose a time when there will not be interruptions; if possible have a regular time each day.
2. **SELECT A QUIET, COMFORTABLE PLACE.** Sit so your child can see the pictures easily--on your lap or near you.
3. **SELECT SEVERAL BOOKS** ahead of time that you think he/she will enjoy; read through them, yourself before sharing them so you can read smoothly.
4. **TRY TO READ IN A NATURAL VOICE** that's soft, low and interested.
5. **BEGIN WITH THE FAMILIAR** such as Mother Goose, finger plays, songs, poems, etc.
6. **PAUSE AT INTERVALS.** This gives your child a chance to react to the story and the illustrations.
7. **RESPECT YOUR CHILD'S MOOD** Boredom or restlessness perhaps indicate the book or time isn't right. If he/she doesn't want to discuss the pictures, don't step-up the pace. Your child may want to turn several pages to finish more quickly. Let her/him.

DOs

Take advantage of your child's interests, e.g., dinosaurs, trucks, etc.

Keep books around even if he/she shows little interest in them right now.

Ask questions as you read.

Encourage your child to make up his/her own stories to go with the pictures.

As your child reaches school age, begin to include longer stories that can be read one episode or chapter at a time. Graham's *The Wind in the Willows*.

DON'Ts

Use story time to teach reading.

Compare your child to another who loves reading.

Be surprised if your child wants to hear the same book repeatedly. The high interest and repetition will be good for him/her.

Basic Guidelines For Selecting Material To Read Aloud

1. You must like the story. You are more likely to draw an emotional reaction, if you are involved with the story yourself.
2. Books well written have vivid characterization and the pace is fairly fast—more action, and less description.
3. Five to ten minutes may be plenty of time to read to your child, because most pre-schoolers have short attention spans.
4. The real test of a good book is its ability to give pleasure to both parent and child. Listening provides natural opportunities for development of vocabulary and an acquaintance with English syntax.

MOST IMPORTANTLY, you help your child to know good books and poems in a relaxed, warm atmosphere.

The following list of tasks can be used to build a timeline. Remember to keep a monthly calendar with important dates marked. Planning calendars are included at the end of this chapter.

4 -5 Months Prior to Beginning of Summer

1. Review the manual thoroughly. Read over the activity sheets to plan for required materials.
2. Choose dates, structure and procedures of the program.
3. Check State Library Reading Program materials request form to be sure an accurate number of items has been ordered.
4. Create a calendar for tentative scheduling of programs.
5. Look for local talent and volunteers. Staff and patrons may have special talents and interests to share.
6. Order books to enrich the theme and order any media for programs. Check bibliography against holdings. Consider paperbacks to supplement where needed.
7. Send letters to Friends of the Library and community organizations asking for donations.

2-3 Months Prior to Summer

1. Finalize program schedules. Plan alternate programs in case of cancellations.
2. Confirm films, performers and craft dates. You may want to "kid test" crafts.
3. Order material for crafts.
4. Check AV equipment and repair as necessary. Buy extra lamps.
5. Prepare flyers with information about the program. Distribute to children and parents at schools and at the circulation desk.
6. Prepare bulletin board materials.
7. Prepare needed materials for volunteers.
8. Send letters to Friends of the Library and community organizations asking for volunteer helpers.

1 Month Prior to Beginning of Summer

1. Place posters in the community and in the library.
2. Visit newspapers, radio and TV stations to explain your publicity needs and take your first press release. This approach is advisable only in smaller communities.
3. Arrange and make school visits. Do not forget private and church schools in the area. It may be necessary to concentrate on certain grades due to time limitations. Distribute flyers during your visits and ask to have notices put in the school's last newsletter or in flyers sent home with report cards. Remember the parent groups or organizations like Girl Scouts, Boy Scouts and day care groups in your community.

2-3 Weeks Prior to Summer

1. Have staff meetings about the programs planned and pass out schedules.
2. Begin decorating the library.
3. Make packets for registration. Try to include reading records, schedule of events and membership cards.

Remember to write these schedules and events on the calendar. How many weeks will the Reading Program run? What day will you clear school visits with the principal and the librarians of each school? When does school end? What are the other events in town? (For example when does the pool open, camps begin, or little leagues have play-offs?) When will registration for the library reading program begin? End? What are the print deadlines for local school newspapers, community newspapers, church bulletins, community or civic club newsletters? When will you put up posters in the schools, in the community? What days will you have special activities? Will there be a special opening event and closing celebration? What is the staffs' vacation schedule? Will you have an orientation for staff, volunteers and friends group?

When you have developed your timeline and finish as many of the reading programs dates as possible, publicize them in your opening announcements. Be sure everyone knows about the events happening in the library, so other activities won't be scheduled that will compete with the library. It is a good idea to include a list of activities in newspaper publicity throughout the reading program to remind other program planners of your schedule.*

*Adapted with permission from the Tennessee State Library and Archives from *Cool Cats/Hot Books Summer Reading Program Manual* ©1989.

JANUARY

DECEMBER

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Sunday

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FEBRUARY

JANUARY

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Sunday

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MARCH

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Sunday Monday Tuesday Wednesday Thursday Friday Saturday

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JUNE

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Sunday Monday Tuesday Wednesday Thursday Friday Saturday

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AUGUST

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Sunday

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Things To Do:

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SEPTEMBER

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OCTOBER

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Sunday Monday Tuesday Wednesday Thursday Friday Saturday

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NOVEMBER

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Sunday *Monday* *Tuesday* *Wednesday* *Thursday* *Friday* *Saturday*

Things To Do:

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DECEMBER

NOVEMBER

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Things To Do:

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Preparing Printed Matter*

Face-to-face public relations and promotion for specific programs are a much easier job when accompanied by something tangible to hand out. Printed matter always helps underscore the message and leave a physical reminder of the program. Publicity pieces for the Arizona Reading Program can be as simple as a bookmark or flier. Reproduction by a quick printer for large quantities or a good copier for smaller needs is inexpensive.

The clip art for the Arizona Reading Program is yours to adapt and use however you like. Reduce it, enlarge it, reposition it, cut it up, color it, whatever.

Use a variety of techniques to prepare professional-looking custom information on printed matter. If you have access to a copier that reduces and enlarges, transform simple typewritten copy into a larger, bolder version, ready to paste-up in a layout.

Art or graphic supply stores, and quite a few stationers, carry a wide variety of "rub-on" lettering. One or two sheets of lettering should be enough to see you through all your printed pieces. It is relatively easy to use the letters. Suggestion: apply the letter to a separate sheet of white paper, then cut the set type out and past it to the layout. Set type line-by-line, cutting out and placing each line of type individually in relation to the other lines of type. This technique prevents tragic and unsightly placement of letters directly on a layout, and lets you play with your arrangement a little before you commit it to glue.

Professional typesetting is not terribly expensive. Take just a few headlines, your library's name, address, the pertinent facts of your program to be set, and then photocopy the additional copies and sizes you need at the library. Nearly any mechanical means of typesetting, including typewriter copy, looks more professional than hand-done lettering. **UNLESS YOU'RE A WHIZ CALLIGRAPHER, RESIST THE TEMPTATION TO HAND-LETTER!**

The Importance of an Information Form

When you solicit monetary support for your program, be it in kind support, museum passes, ice cream coupons or a feature story in the newspaper, include a business-like fact sheet* in addition to your printed publicity pieces. The fact sheet should include:

- the purpose of the Reading Program
- who will be involved in the program, and how participants will benefit
- dates, times, and locations
- this year's theme
- special plans for the summer
- what kind of help the library needs
- who to contact at the library for more information

* Adapted with permission from the Tennessee State Library and Archives *Cool Cats/Hot Books Summer Reading Program Manual*, ©1989.

- past programs and themes
- statistics from previous years

Having a background sheet that includes details lets potential sponsors, helpers and reporters know that you're serious and organized about your program. It can save much time for you in terms of answering philosophical questions or explaining the reasons for the program.

Person to Person Contact

Nothing makes people more likely to come to the library than a personal invitation. Failing a personal invitation, a judiciously posted flier can work wonders. If you can possibly spare the time to get out in the community, you'll find that your efforts are worth it. Arm yourself with bookmarks and visit the classrooms to talk with kids. If you can't spare the time, use the mail! Write a peppy cover letter and mail bookmarks to the school principal for distribution to the students. Ask to speak to PTA groups and for announcement space in their newsletters. Catch kids and parents where they are: send library staff home with fliers to post at their neighborhood stores. Take a pile of bookmarks to your local bookstore and ask them to give bookmarks out with purchases. Call upon all those organizations who post notices at the library to post notices for you, or to mention your program in their newsletters. Freely mail your information to any adult who seems interested, and of course, use it if you're soliciting goods or money.

Perhaps the best public relations you do at the library itself are promoting the programs to the parents and children who use the library. These are the most likely candidates for your program. Inform your staff of every last detail of the Arizona Reading Program and spend several weeks hitting up everybody who walks through the door with Arizona Reading Program information and encouragement. Post fliers and posters generously around the library—and put your reading sign-up station in a conspicuous spot. Create a splashy display. Post the kids' names as they join. Attract attention and encourage questions.

Handling the Media

The library has many allies in the community, and media people are among them. Don't be shy about asking for coverage. Assume you're on friendly ground and tell your story around!

Newspaper Features

Newspaper stories are wonderful program packers. No other medium allows you so much time and space to tell your story. You can usually get in all your nitty-gritty details and still have time to philosophize about the greater meaning of the Arizona Reading Program. Drop off a packet of information materials (your information form and other pertinent pieces) to the newspaper. With a small community newspaper, call the editor and talk about doing a feature article. Include a news release, written in narrative form, that explains your program briefly.

Double space your news release, and begin typing your copy on the lower half of the page, continuing your narrative on succeeding pages, if necessary. It is best to keep to one page and add a fact sheet. This spacing allows room for editorial comments, notes, and other comments. Make it clear in a cover letter that the materials are adaptable, and that the paper is free to use them in any way they see fit. Many community papers will use your writing verbatim; others will adapt the writing or write their own feature articles. Make it easy for paper people to find you or your contact person for interviews or to answer questions. Many papers are glad for you to

come in and talk to them personally; find out on the phone what they prefer. If your paper gives you a feature story on the Reading Program at the beginning of the summer, ask them then about doing a follow-up story at the end of the summer. How programs turn out interests most newspapers.

Whenever possible, include a photograph with your press release. Photos are always more eye-catching than just text, and editors love them because photos of local people (especially kids) sell papers! Send clear black-and-white pictures.

Radio Public Service Announcements

Never underestimate the power of the radio. People listen. All radio stations, to maintain their broadcast licenses, are obligated to run public service announcements (PSAs) regularly, free of charge to community organizations. Most are more than happy to receive PSAs and graciously give good airplay to them. Most stations would prefer to receive a typed PSA that announcers can read off the cuff at various intervals instead of a produced, taped spot that they must plan to use. Ask the station for a taped or live on-air interview about your program. If interviews are featured regularly on your station, you might just want to pursue this. All you need to do to get a PSA on the air is to mail it in. Call the station's switchboard to find out the name of the Public Service Director and mail your announcement to that person. A simple cover letter requesting support for the program assures air-time. A few rules of thumb govern the writing of PSAs:

Always include, at the top of your PSA, the following information:

DATE: (Date you're sending the announcement out)

PUBLIC SERVICE ANNOUNCEMENT RE: (Brief description)

PROGRAM DATE: (Date your program starts)

AIR DATES: (Choose a time period over which you want announcement made)

FOR MORE INFORMATION: (Your contact person's name & telephone)

TIME: (10 sec., 20 sec., 30 sec., etc.)

Double-space your announcement for easy reading. Use ALL CAPS for the same reason. Make sure your announcement and header information (above) all fits on one page. You may want to send in several PSAs of varying lengths, to give the announcers a choice. Send each one on a separate sheet, each with the same header information.

Keep your messages within the 10-, 20-, or 30-second limit. Time it yourself, reading at a normal pace, to make sure. Always include the pertinent information in your announcement: Who, What, When, Where, and How to get more information. There's no time in a 30-second announcement to get to the Why—spend your remaining seconds on a catchy invitation.

Television Announcements

Television stations must provide public service time, too. Many have noon or morning "magazine" shows that include a regular segment of time for community announcements. All you need to do to get your announcements read during these times is call the station to find out who coordinates announcements for the show, and mail your information to that person.

Getting a stand-alone public service announcement on television (one that is run in a string of commercials during regular programming) is a little more complicated. You must call the Public Service Director at the station to arrange this. Taped public service announcements must be shot on 3/4" videotape (home cameras use 1/2" tape), and are difficult for most libraries without studios to produce. You may be able to talk your local station's Public Service Director into filming a spot for you and duplicating it for other stations in the area. Before approaching a station about doing this, you must have a script and scene in mind. It's much easier for them to make a decision if they have some idea what it's going to involve. If a taped PSA is out of the question, most stations will accept a slide and an announcement. They will hold the slide on screen while they run a taped voice-over of your announcement. Wording should be similar to radio spots—nothing longer is appropriate. Your slide can be a "reproduction" of the Reading Program artwork. Make it colorful. When shooting slides for television, remember to leave a very wide border around your actual copy. Not all of slide is picture shows on a television screen. Do not use white as a background color; white shimmers and glares on TV. Slides of library activities might also be appropriate for PSAs: keep your main visual idea restricted to the center area of the slide.

*A MAJOR WORD OF CAUTION ABOUT TELEVISION ANNOUNCEMENTS

Television is an incredibly regional medium. Always bear in mind the impact your announcement will have on other libraries than your own. Your announcements may be seen by viewers over many counties—and everybody's library has a different thing going regarding program specifics such as dates, events, awards, and so forth. Keep your TV PSAs generic enough so they won't cause heartbreak or utter chaos in somebody else's library. Call around to other libraries in your viewing area and get their feelings on the issues before you approach the TV people.

TV News Coverage

Go for it! If you have an event (an **event**, not a summer-long program) that's newsworthy, call the News Director at your station. Be very specific about what a camera might see, how many people are expected to be there, and how many kids participate. Paint a colorful picture and tempt the news people with a good "parting shot" on the nightly news. Tell the News Director you'll drop off some background information at the station, then do it. (Include your information for the Arizona Reading Program, and any other pertinent materials you have on hand.) Add a separate sheet that gives details on the event you're wanting covered: time, place, what's happening when, and what good visuals they might find. News people can never commit to coverage ahead of time (you're up against national news and local house fires) but most are willing to seriously consider library stories, especially when kids are involved.

Letter to Parents

Dear

Each summer the Public Library provides a summer reading program for the children of the community. It is an important program designed to help children in our community maintain their reading skills during the summer recess from school. Studies have shown that unless a special effort is made to prevent it, there is a substantial loss of reading skills during the summer vacation.

Another goal of summer reading is to help the children discover the pleasure of recreational reading. We are constantly looking for ways to entice the non-reader and low level reader to read since the best way to improve a child's reading ability is to get them to read. Our program is designed to be fun as well as educational.

We are asking for your help in providing this important program for the children of . We are asking businesses and individuals to contribute to help pay for the reading incentives the children earn by reading books. Your donation will be used for things such as purchasing tee shirts for children participating, prizes for children who read the most books and other incentives to encourage children to read, read, read!

We have an exciting program planned for this year and we hope that you will want to help make it happen. Please feel free to contact (Librarian) at (Phone Number) if you have any questions or if you would like more information. We would appreciate a response by (date), so that we may plan accordingly.

Thank you for your time and consideration.

Sincerely,

(Name)
(Library)

"KIDS SPORT CARD SHOW"

Finally a card show just for kids. All spaces are reserved for kids.

Adults are welcome to come and buy.

Sponsored by - Your Library Summer Reading Program

Date -

Time -

Place -

Cost - 1. can be time spent reading
 2. number of books read
 3. or a fee

BUY SELL OR TRADE - The money is yours to keep

All you SPORT CARD FANS come out and support these kids.

Please run this article through (DATE)

Any Help You Can Give Us Will Be Greatly Appreciated.

Thank you!

Sincerely,

(Librarians Name)
Children's Librarian

SAMPLE NEWS RELEASE

From:	(Library)	Date:	(Current Date)
	(Street)	Contact:	(Name)
	(City/State/Zip)		(Phone)
RE:	Reading Program	Release Date:	

READ ARIZONA

At the _____ Public Library, we are gearing up for a summer of Arizona storytelling, Arizona history. Our theme, **READ ARIZONA**, commemorates the 25th Anniversary of the Arizona State Library's underwriting support of the Arizona Reading Program. **READ ARIZONA** covers everything from Southwestern plays to crafts and games. If you are between the ages of _____ and _____, join the Arizona library "readers" at _____ (name of library). You will read great books, play exciting games, see musicians, storytellers and magicians. You will have a simply stupendous time this summer! Call or come by the public library for more information.

SAMPLE NEWS RELEASE II

From:	(Library)	Date:	(Current Date)
	(Street)	Contact:	(Name)
	(City/State/Zip)		(Phone)
RE:	Reading Program	Release Date:	

SUMMER READING PROGRAM RETURNS

The Arizona Reading Program is back again this summer at _____ (name of library). This year, our theme is **READ ARIZONA**, commemorating the 25th Anniversary of the Arizona State Library's underwriting support of the Arizona Reading Program. Kids ages _____ to _____ are invited to join the library staff in a whole new adventure revolving around Arizona activities. Enjoy a summer filled with crafts, games, puzzles, performers, artists, movies, stories and more! Come by _____ (name of library) or call us at _____ to sign up for **READ ARIZONA**.

SAMPLE NEWS RELEASE III

From: (Library) Date: (Current Date)
(Street) Contact: (Name)
(City/State/Zip) (Phone)
RE: Reading Program Release Date:

READ ARIZONA

READ ARIZONA, southwestern activities with a local twist, is the theme for this year's Arizona Reading Program at the _____ Public Library. Open to children ages __ to __ this weekly program encourages and emphasizes the joys of reading, through educational and fun summer activities. Every child will be a Read Arizona supporter with reading! This is the 25th Anniversary of the Arizona State Library's underwriting support of the Arizona Reading Program.

The children may begin to register for the program on _____; activities begin _____.
The _____ Public Library is located at _____ and you may telephone ____ (coordinator) ____ at _____ for additional information about the program.

FOLLOW-UP NEWS RELEASE

From: (Library)

Date: (Current Date)

(Street)

Contact: (Name)

(City/State/Zip)

(Phone)

RE: Reading Program

Release Date:

READ ARIZONA

More than _____ young people participated in READ ARIZONA, the Arizona Reading Program held at the _____ (name of library) _____. The program provided by the Arizona Department of Library, Archives and Public Records and local libraries, was a huge success! This is the 25th Anniversary of the Arizona State Library's underwriting support of the Arizona Reading Program. Performers who gave presentations at the library were (list names and their specialty).

Librarian _____ reports that children's programming will continue this fall with (indicate plans and dates).¹

¹ Adapted with permission from Dorothy White, State Library of Louisiana, Summer Reading Program.

SAMPLE PUBLIC SERVICE ANNOUNCEMENT I

From: (Name of Library)

Date: (Current Date)

RE: Reading Program

Air Dates: Time Period for
Announcement

Program Date: (Date Program Starts)

Contact: (Name)
(Telephone Number)

Time:

READ ARIZONA is this year's Arizona Reading Program theme. This is the 25th Anniversary of the Arizona State Library's underwriting support of the Arizona Reading Program. Because it is a special Arizona summer, the library is sponsoring its own Arizona style events. Here are some of the activities that will be taking place at the public library: (list here)

Call the _____ (name of library) _____ at _____ for more information. Brought to you by your local library and the Arizona Department of Library, Archives and Public Records.²

² Adapted with permission from Dorothy White, State Library of Louisiana, Summer Reading Program.

SAMPLE PUBLIC SERVICE ANNOUNCEMENT II

From: (Name of Library)

Date: (Current Date)

RE: Reading Program

Air Dates: (Time Period for
Announcement)

Program Date: (Date Program Starts)

Contact: (Name)

(Telephone Number)

Time:

Celebrate an Arizona summer! Make crafts! Play games! Listen to storytellers, magicians! Create and invent! Be a player in our Arizona-centered events! The _____ (name of library) _____ is sponsoring **READ ARIZONA** as this summer's Arizona Reading Program. If you are between the ages of ____ and _____, join the fun with the Arizona Reading Program. The program is underwritten by federal funding administered by the Arizona Department of Library, Archives and Public Records. This is the 25th Anniversary of the Department's participation in the Arizona Reading Program.

FINAL NEWS RELEASE

From: (Name of Library)
(Street)
(City/State/Zip)

Date: (Current Date)
Contact: (Name)
(Telephone Number)

RE: Reading Program

Release Date:

READ ARIZONA

READ ARIZONA was the name of the 1999 Arizona Reading Program held at the (name of library). And there were lots of local winners! (number of children) discovered the joy of reading and were entertained by craftmaking, storytellers, activities, magicians, all at the library. Over a period of (number of weeks) weeks, more than (number) (books or minutes) were enthusiastically read by the participants. Children received prizes such as (list some here) as they met reading goals. Local sponsors included (list here, if any). In conjunction with the program, (number) people attended special events held at the library. The Arizona Reading Program celebrated its 25th Anniversary of being funded by federal monies administered by the Arizona Department of Library, Archives and Public Records.

For information about programs at the _____ Library this (month) you may telephone _____ at _____. The library is located at _____

It is very important during your reading program to recognize the progress your participants are making. Do this in one of two ways. The first is through incentives: items you receive from the State library, or items donated by the local merchants or items you purchase yourself. The second way you recognize your readers is to give each participant a certificate.

Awarding Certificates

Award the certificates at the end-of-summer celebration through schools, after school begins, or individually as children complete requirements.

1. Many libraries plan special programs or parties to wind up the Reading Program on a festive note. If the library distributes certificates at a final celebration, make it seem special. Perhaps the library can have a special guest, such as a local official, to help give out certificates. Libraries who have done this reported that they had many unclaimed certificates, and indicated that this process needs a back-up distribution system.
2. If the library plans to distribute certificates in the fall through the schools, contact the schools for approval in the spring. Ask to be able to do this at an assembly if possible.
3. Some libraries give certificates to children as they complete requirements. This has the advantage of solving the problem of unclaimed certificates at the summer's end. However, it may make children feel they have finished the program and thus finished the reading for the summer. If you use this approach, be sure staff tells the children as they award certificates that they hope the children will keep reading and visiting the library. The library can still have an end-of-the-summer party without the certificate distribution.

Incentives

Many libraries like to give children some other small token for completing the program. There are arguments for and against prizes, but library budgets generally ensure they are very modest. Hint: Do not save something for a prize that is better used as a promotional item early in the program.

1. There are many ways in which public libraries can reward children for participating in the library's reading program. Incentives ranging in cost from bookmarks printed by the state library to T-shirts (one of the more expensive prizes) with the program slogan. Free tickets and coupons are also good incentives. For example, one year the Houston Astros, Denny's, and Whataburger supported a summer reading program by providing free tickets to Astros games, coupons for free snacks at Denny's, and free Whataburgers. One library provided top readers with such incentives as coupons for free mini-pizzas (Pizza Hut is usually willing), ice cream sundaes and movie tickets. Larger rewards, such as sun visors and wrap-around sun glasses, while still low cost may be provided by the Friends of the Library.
2. Buttons are extremely popular with the children. One year a library discontinued passing out club buttons to the children enrolled. They found out from the resulting outcry that the buttons were an important part of the whole program. Kids collected the buttons from the first time they enroll and built collections that they valued highly. The following year they brought the buttons back, and reading jumped 10%. Many of the sources listed in the appendix (starting on page Q-11) offer buttons at a minimal price; if you have button-making machines, volunteers could design and make them for your program.

3. Another way to stimulate the interest of children in the Reading Program is to introduce computers. One library borrowed four Apple computers. Kids registered themselves on the computers. They kept track of their own scores as they played the reading game on a Monopoly-like game board. The kids read in specified subject areas for extra points, drew picture book reports, participated in the weekly trivia contest, and attended library programs. One of their librarians did the computer programming and designed the reading games. A big plus was the reduction in paperwork usually involved in keeping track of the participants.

Games

Games are a great way to stimulate interest in reading programs. One of the benefits of a reading game is that it attracts the average and poor readers, as well as the better readers, and everyone has an equal chance. If you are interested in finding out about Enoch Pratt's summer reading game, a report on it appears in the Spring 1986 issue of *Top of the News* magazine.

The important thing to remember is that a positive reinforcement of a love of reading is the main goal. Children's librarians have long held as their foremost objectives those so well formulated by Harriet Long in her book *Rich The Treasure*:

1. "To make a wide collection of books easily and temptingly available."
2. "To give guidance to children in their choice of books and materials."
3. "To share, extend, and cultivate the enjoyment of reading as a voluntary, individual pursuit."
4. "To encourage lifelong education through the use of public library resources."
5. "To help children develop their personal abilities and social understanding to the fullest."
6. "To serve as a social force in the community together with the child's welfare."

An Alternative View

Opponents of reading programs feel that there is a tendency by parents, teachers or the children to make participation competitive. The child reading the largest number of books is the winner of the game. This emphasizes quantity over quality and discourages some children. Some librarians feel that no awards or prizes should be given, that the only reward should be the pleasure derived by the child. Some libraries award certificates to children who read the required number of books. The schools often cooperate by presenting these certificates at assemblies. This recognizes the child's effort and encourages other children to realize that reading can be a pleasurable experience.

Also, the system of awarding prizes differs from one library to another. Some libraries reward children based on the number of books read, some on the number of pages read, and some even recognize simply the amount of time spent reading. In whatever way your library recognizes the children's participation, give some form of reward.

"...Children who are not told stories and who are not read to will have few reasons for wanting to learn to read."

Gail E. Haley, 1971 Caldecott Medal acceptance speech.

"...While enriching your child's world, don't overlook the fact that looking at books and being read to is one of the best preparations for learning to read oneself."

Toni S. Gould, *Home Guide to Early Reading*.

"...Do you read to the older children who can read for themselves? If you do not, you are depriving them of a pleasure they will remember all of their lives."

Charlotte Leonard, *Tied Together*.

As librarians, we are well aware of the benefits of reading to children. We have heard the testimonials, read the research, made our own observations. We believe strongly in the practice, but we have the opportunity to read to the same children maybe once a week. School teachers can at least read aloud to the same children every day, but we all know that the greatest impact is made by the parents who read in the home. Use the Reading Program as an opportunity to encourage reading as a family activity.

Get parents involved from the beginning of the summer reading program.

Hold a kick-off event for the Arizona Reading Program involving parents and children. If possible, have the parents and children come to the same event, breaking into separate groups after a welcome and explanation of the Arizona Reading Program.

During the parent component:

Invite a local reading specialist to give a brief presentation to the group. Colleges, universities or local school districts are all sources for speakers. The speaker should keep it short and realize that the audience is composed of parents, not educators or other specialists.

Parents not in the habit of reading aloud may be hesitant to make their first choices. Prepare a list of books you think are especially suited to the purpose. Draw attention to the list and, if possible, make enough copies to give away.

Book talk your parents! Draw their attention to books for adults that will help them get started reading aloud or inspire them. *The New Read-Aloud Handbook* by Jim Trelease is excellent. It contains lists of proven read-aloud winners. Describe or quote briefly from one or two titles.

At the end of the parent component, bring groups back together and have someone read a story or chapter to the entire group. Prepare the reader with an enticing selection, but read it, do not perform it. While everyone enjoys a good storyteller, we want to convince parents that reading and listening together is a pleasurable experience within any family's reach.

There is a rationale for stressing brevity in the parent's program. We want parents to find the program interesting and quick-moving, but we do not want to overwhelm them with the idea of reading as a family. If parents think they have to make radical overnight changes in the family's routine, they may not even get started.

Parental Program Tips

Have a guest book for parents to sign that includes addresses so that you can send invitations to future events or other information.

Provide refreshments to foster an informal, social atmosphere.

Create displays of books from reading lists so individuals can easily pick them up at the end of the program.

Allow time at the end for browsing and socializing.

Keep everyone involved during the length of the Arizona Reading Program.

If you use contracts for a reading program, allow books or pages read by parents to count toward fulfillment of the contract. Parents could make a separate contract, if they prefer, but either contract should allow the books read to count for older children as well as Read-To-Me participants.

Was the atmosphere enthusiastic at your kick-off event? If so, try a midsummer parent/child get together. You may want to have someone share a favorite book or excerpt and/or show a short film based on a children's book. Draw attention to any interesting new titles and be prepared to recommend more favorites. Allow families plenty of time to swap experiences and favorite titles as well as to browse.

A biweekly or monthly read-aloud newsletter could be a feature. This can be as simple as a photocopied list of additional titles especially suited for reading aloud or a report of the children's activities in the Arizona Reading Program. Use your mailing list if funds permit or send a sheet home with the children.

Have the last meeting of the Arizona Reading Program at a time when parents can attend and make it a big celebration. You may award certificates at this time. You can award special certificates for reading families or indicate on the child's certificate (with gummed stars or stickers) how many books were read aloud by a parent.

Refer to the section **A Word (or 2) for Parents**, in the chapter on program structures. This section has many useful tips for parental involvement. You may wish to photocopy the tips and hand them out to parents when they register their children for the Reading Program.

**Read Arizona
Reading Roundup
Bulletin Board/Wall Decorations/Clipart**

Decorate the library with cowboy hats, ropes and boots.

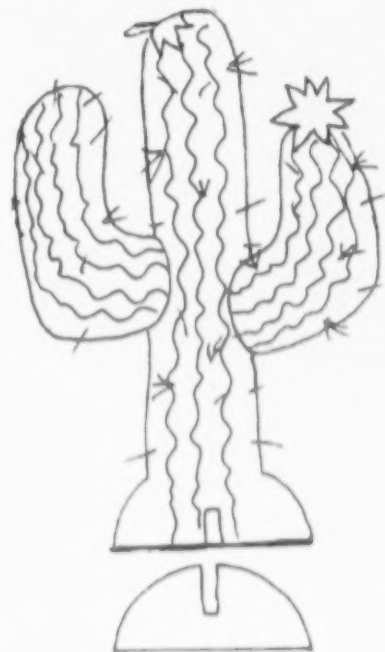
Use children's cowboy boots as pencil holders. If the boots are too deep to use by themselves, put a paper cup in the top of the boot and stuff the remainder of the boot with newspaper to make it stand up. (you may need to weight it with rocks if it will not stand alone.) Inexpensive children's cowboy hats can be used to hold scratch paper.

If you have stuffed animals residing in your section of the library, tie bandanas around their necks. visit your local thrift shop or borrow from friends so that the items will look well used and authentic.

Indoor cactus

Since saguaro are native to Arizona they are a perfect accent to your decor. Materials - Foam core board (available at craft or art supply stores), poster paint in shades of green, wooden toothpicks, pink or yellow tissue paper, glue, a craft knife.

1. Draw a saguaro shape using the full piece of foam core. Cut the stand from a piece of scrap foam core.
2. Paint the cactus and stand with stripes of green. Allow the paint to dry before painting the other side.
3. Break a handful of toothpicks in half. Stick the toothpicks wide-end-first around the edges of the foam core to form the cactus spines. You may need to glue the toothpicks in place.
4. Form several cactus flowers by cutting 6" circles of tissue paper. Pinch 3 circles together in the center to form a flower and glue to the top of the cactus.



Use boot, snake or lizard depart as bookmarks.

Many copy machines allow you to print on light-weight card stock, or make paper copies, cut them out and laminate them after the children have colored them for long-lasting attractive bookmarks.

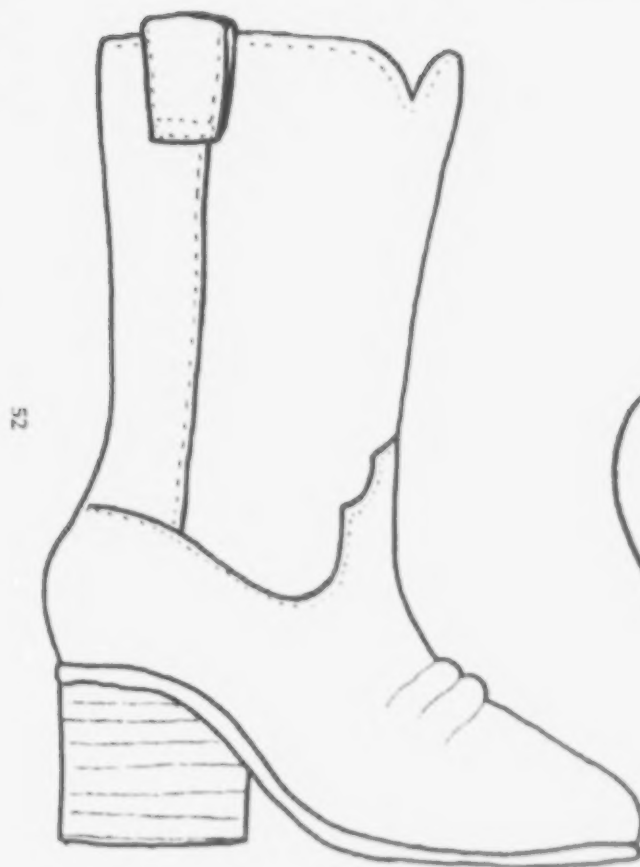
Reward readers with stars.

Hand out stickers or clipart stars to all your "Star Readers" (or for preschoolers, "Star Listeners").

Use the hats on the front of your reading lists .

"These books are tops", "Rip-roaring reads", etc.

Use the hats on the front of your reading lists
 "These books are tops", "Rip-roaring reads", etc.



Cowboy Boot

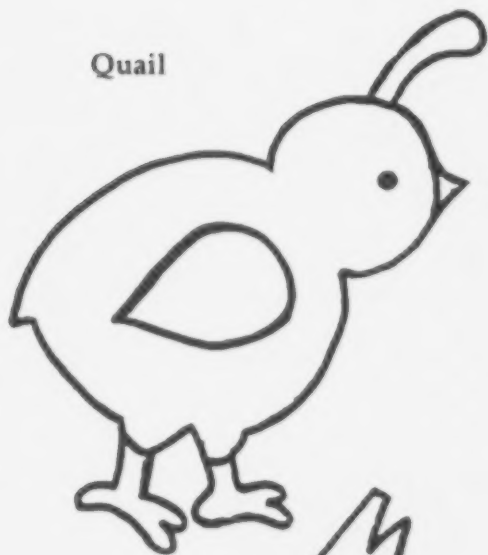
31



Cowboy Hat

82

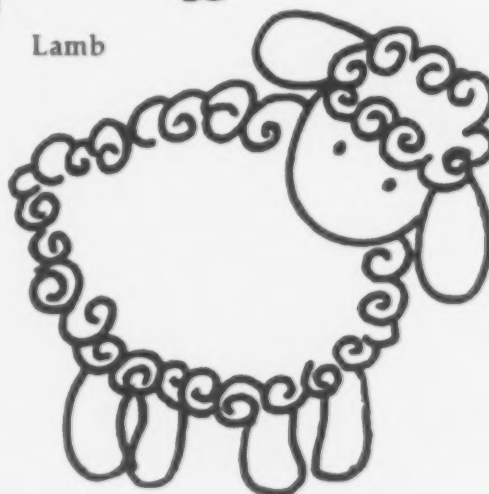
Quail



Lizard



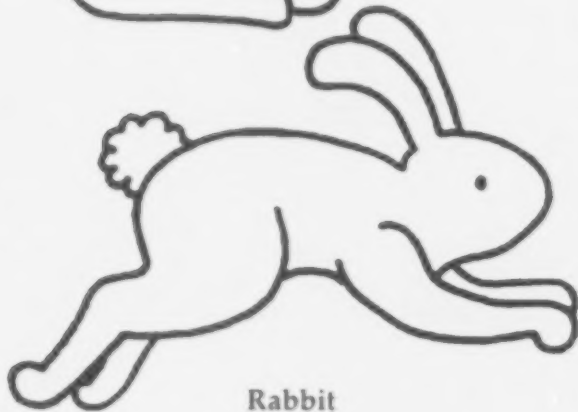
Lamb



Coyote



Rabbit



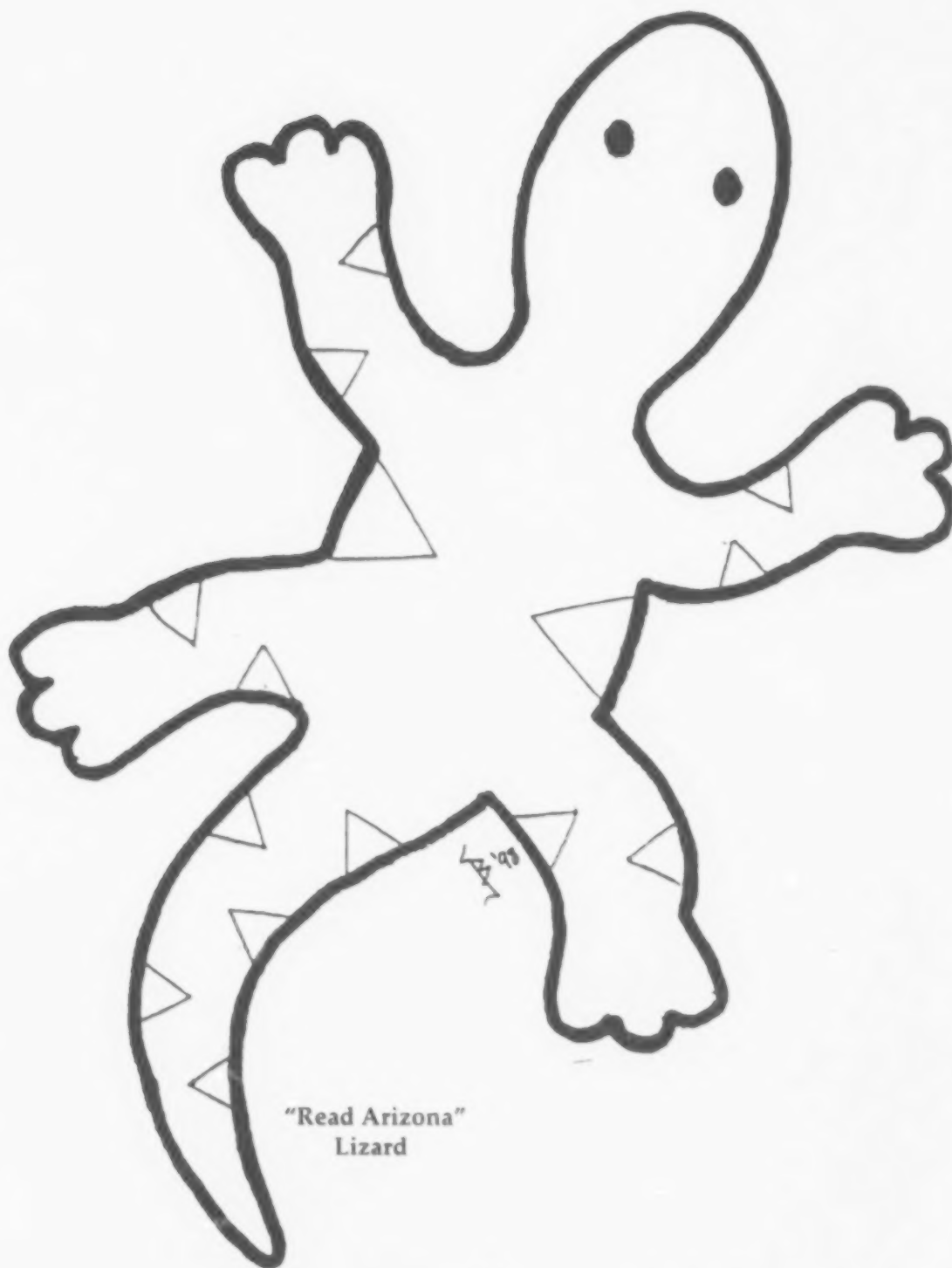
"Read Arizona"

Clipart

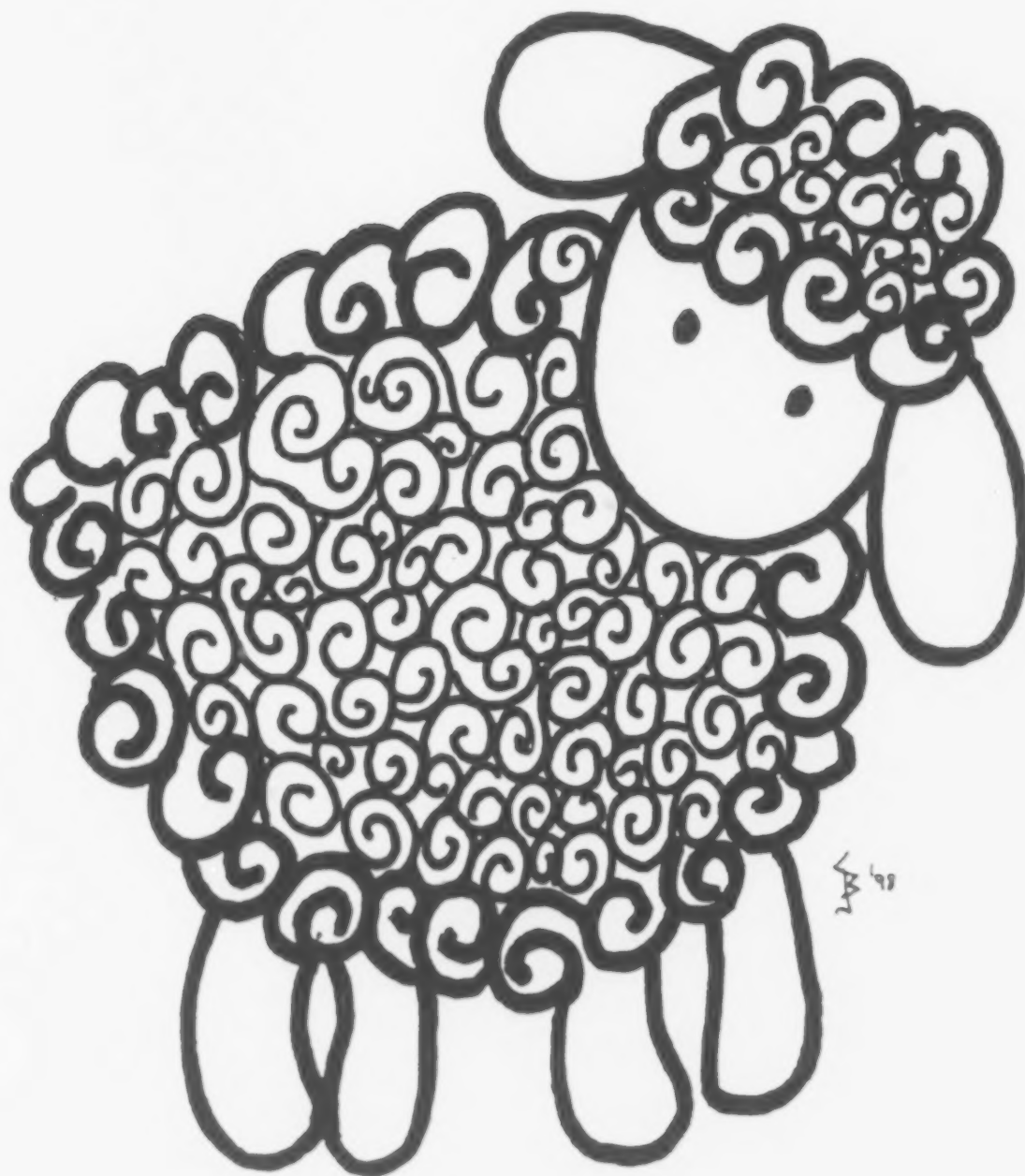
All designs by C.J. Brown

"Read Arizona"
Cowboy Boot

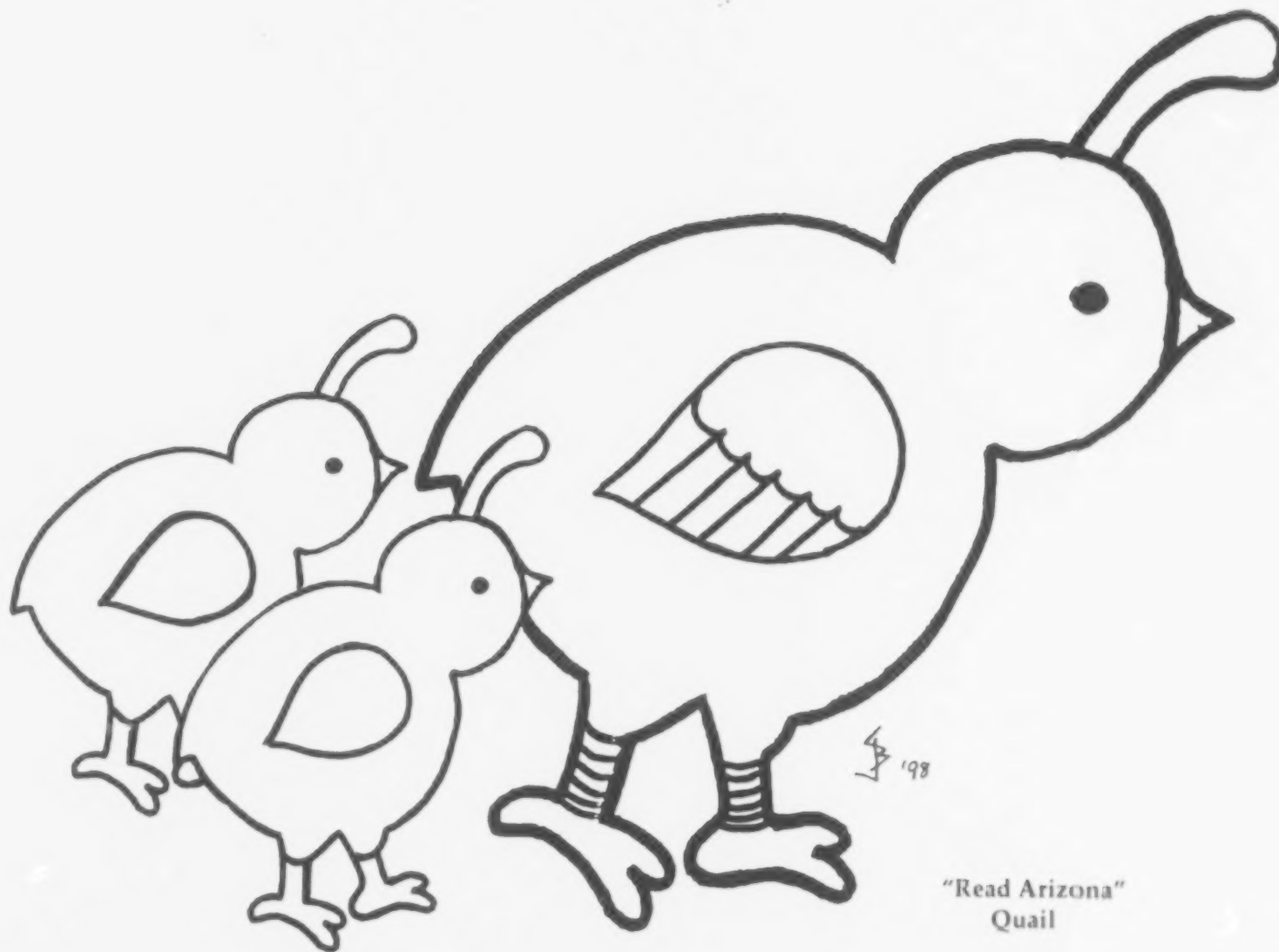




"Read Arizona"
Lizard



"Read Arizona"
Lamb



"Read Arizona"
Quail

Wild and Woolly!
Arizona Plants and Animals
Preschool - Grade 1

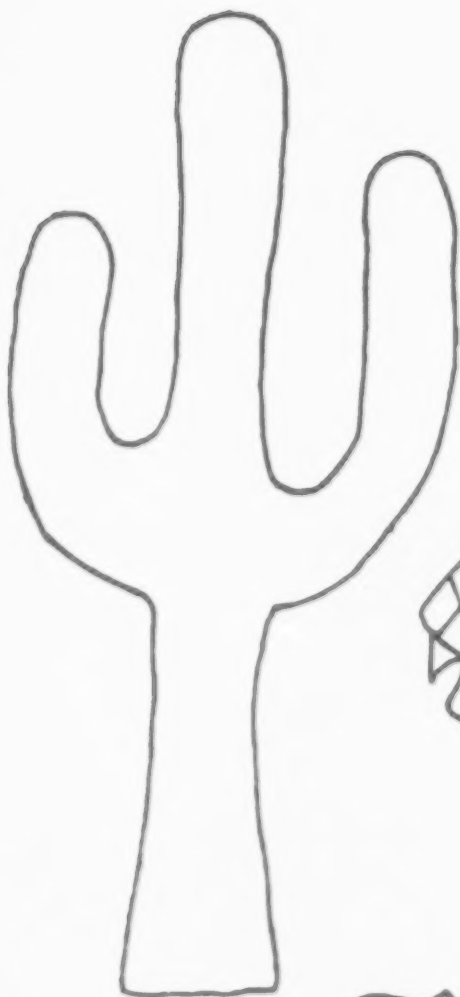
Display Idea - Create a Sonoran Desert Scene

Materials needed: Construction or craft paper
Patterns (reproduced on white OR colored paper)
Scissors
Markers, crayons or colored pencils
Transparent tape

1. Use the construction or craft paper to create the desert scene for a bulletin board or blank wall. You may wish to include the sky, desert floor, rocks and mountains in the background.
2. Photocopy the patterns that follow and cut them out.
3. If white paper was used to photocopy the patterns, ask the children to decorate them with markers, crayons or colored pencils.
4. The children may use the transparent tape to add their plants and animals to the desert scene.¹

¹ adapted by Louisa Aikin from: Dubosque, Doug. *Draw Desert Animals*. Columbus, NC: Peel, 1997.
Coyote pattern adapted by Louisa Aikin from: *Desert Foothills Scenic Drive Critter Guide*.
Online. Internet. 23 February 1998.

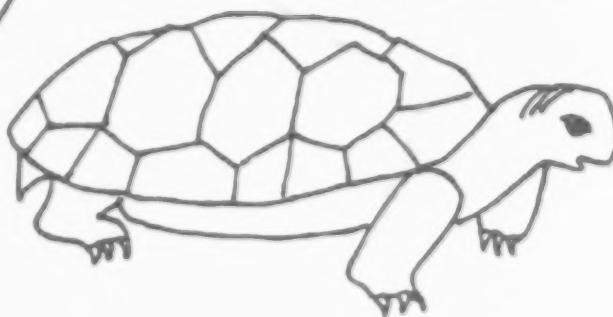
PATTERNS FOR SONORAN DESERT SCENE



Saguaro



Desert Cottontail

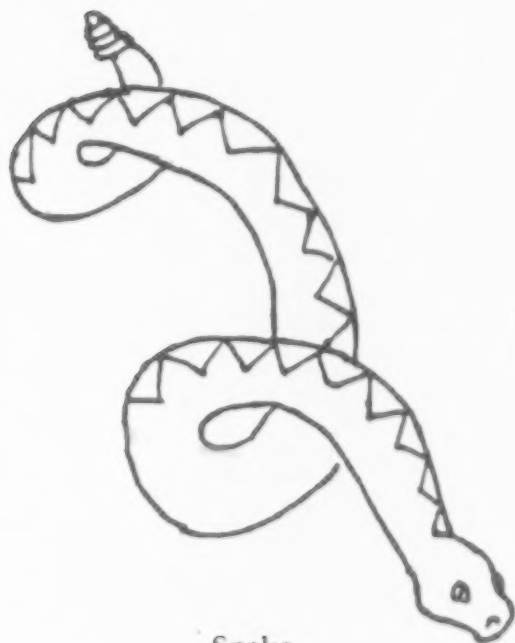


Desert Tortoise



Gila Monster

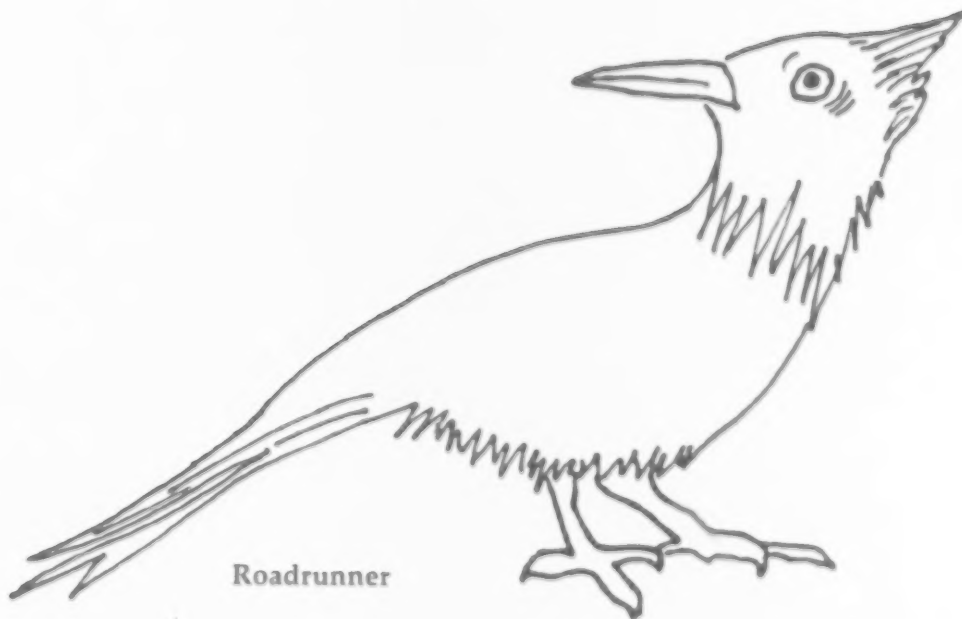
PATTERNS FOR SONORAN DESERT SCENE



Snake



Coyote



Roadrunner

**The Jackrabbit and the Desert Tortoise
(A Finger Story)**

Directions: Use the fingers of one hand to form the ears for the jackrabbit. Hold the fingers of the other hand down so they make the feet of the tortoise. Move the animals as they run the race in the story.

Or, use the patterns that follow to make finger puppets.

Once upon a time, way out in the desert, there was a jackrabbit who thought he was the quickest animal around. He loved to brag to all the other animals:

Jackrabbit: I can run at a powerful pace
I challenge anyone to a race!

But no one wanted to race with the jackrabbit, partly because he was very fast and partly because he bragged so much.

Now also living in the desert was a desert tortoise. He had not heard Jackrabbit's bragging or had seen how fast Jackrabbit could run. So when he heard Jackrabbit say:

Jackrabbit: I can run at a powerful pace
I challenge anyone to a race!

Tortoise liked to have fun and a race sounded like fun. So he called back to Jackrabbit:

Tortoise: Keep on moving- steady, slow
Takes me where I want to go.

So it was agreed that Tortoise and Jackrabbit would race the next day. All the desert animals came out to see it. They lined up at the starting line and Cactus Wren called, "On your mark, get set, GO!" And the race began.

Jackrabbit jumped off the starting line and was way ahead in no time. He called back over his shoulder:

Jackrabbit: I can run at a powerful pace
I certainly will win this race!

Tortoise did not exactly take off with a jump. He almost needed a jump start. But at last he looked out of his shell and started down the road. He hummed a little tune to himself and said:

Tortoise: Keep on moving - steady, slow
Takes me where I want to go.

Jackrabbit was far ahead when he came to a patch of pretty desert marigolds. He decided to take a little time off to enjoy the flowers. Then he hopped on the road and called back over his shoulder:

Jackrabbit: I can run at a powerful pace
I certainly will win this race!

Tortoise was moving slow enough that he did not stop to enjoy the marigolds. He could see them as he went by. He did not waste any time, and hummed a little tune to himself and said:

Tortoise: Keep on moving - steady, slow
 Takes me where I want to go.

Jackrabbit did not see Tortoise at all when he came past the animals' Desert Dance Hall. But when he looked inside he saw everyone doing the Bunny Hop. He could not resist just a dance or two. Or three. He hopped and hopped. And finally hopped back on to the road and confidently called:

Jackrabbit: I can run at a powerful pace
 I certainly will win this race!

Tortoise heard the music from the dance hall, but he did not stop even to do the Minute Waltz. He hummed a little hum to himself and said:

Tortoise: Keep on moving - steady, slow
 Takes me where I want to go.

The desert sun was warm and Jackrabbit was getting a little sleepy after all those dances. When he saw a shady mesquite tree by the side of the road he decided to take a quick nap. Soon he was fast asleep.

Tortoise kept right on moving - slow but steady. He moved past the mesquite tree and on toward the finish line. He was just six tortoise steps short of the finish line when Jackrabbit woke up.

Jackrabbit jumped back on the road and said:

Jackrabbit: I can run at a powerful pace...

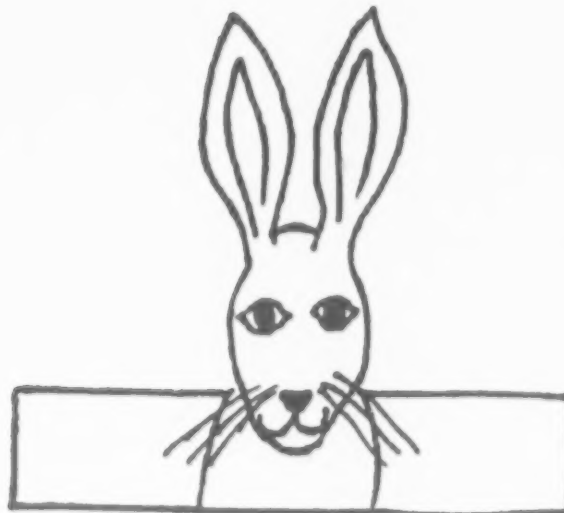
Just then Tortoise crossed the finish line and said:

Tortoise: But this time I have won the race!

After that Jackrabbit and Tortoise became good friends. In fact, if you get up very early in the morning, before the desert sun gets too hot, you can see them together - jogging!²

² adapted by Louisa Aikin from: Irving, Jan. *Full Speed Ahead! Stories and Activities for Children on Transportation* Englewood, CO: Libraries Unlimited, 1988.

Patterns for The Jackrabbit and the Desert Tortoise



Jackrabbit Finger Puppet



Tortoise Finger Puppet

Odie Coyote
(A Fingerplay)

Children are Sitting

Form mouth into circle
Look fearfully from side to side
Hand over eyes, look off

Make "sun " over head
Slap knees with right and left hands;
continue
Point up to "moon"

Form mouth into circle

Odie Coyote, with ev-er-y note, he
Grew louder and LOUDER, until
The moon disappeared and he suddenly feared
That the sun would rise over the hill.

Then up came the sun! See the coyote run,
As he hides from the light of day!

But later tonight, when the moon's shining
bright,

He'll be prowling and howling away!³

³ From *Move Over, Mother Goose!* copyright 1987, by Ruth I. Dowell, Price \$9.95/\$3.00 Shipping.
Available from Gryphon House, Box 207, Beltsville, MD 20704-0207, 1800-638-0928.
<http://www.ghbooks.com>.

Counting Tumbleweeds
(A Fingerplay)

Hold up both hands, fingers extended
Bend down two fingers

Snap fingers
Bend down two fingers

Shade eyes with hand; look into distance
Bend down two fingers

Open eyes wide; look around
Bend down two fingers

Rotate hands in a circle

Make fists

Ten little tumbleweeds by an old gate;
The wind whooshed two away; then
there were eight.

Eight little tumbleweeds said, "Oh,
fiddlesticks! We'll just dance with the
wind." Then there were six.

Six little tumbleweeds went out to
explore; Along came a whirlwind and
then there were four.

Four little tumbleweeds admiring the
view; Then came a gentle breeze, and
there were two.

Two little tumbleweeds; round and
round they spun,
Until they were out of sight; then there
were none⁴

Silly Lizard
(A Fingerplay)

Wiggle fingers by toes
Tap fingers on knees
Pat stomach
Stare at right hand on shoulder
Stick out tongue
Wiggle tongue
Point to cheek
Wiggle tongue again

A silly lizard tickled my toes,
And jumped up past my knee.
He wiggled past my middle,
And took a close look at me.
He stuck out his tongue,
And made a face like this;
Then he put upon my cheek,
A little lizard kiss!⁵

⁴ adapted by Louisa Aikin: original source unknown.

⁵ from "S-S-Slithering S-Snakes and Other Creatures," *Kidstuff* 3.11 (1985): 4.

The Desert Tortoise
(A Fingerplay)

Hold up fist, fingers curled down
Make square shape with fingers
Hold hands, palms together to side
close eyes to "sleep"
Make "walking" motions with fingers

"Snap" hand by quickly opening and
closing fingers and thumbs

Make motions of grabbing something
out of the air

Shake finger as if "saying" no

There was a desert tortoise,
She lived in a box.
She slept in a burrow,
And walked 'round the rocks.

She snapped at some cactus.
She snapped at some seeds
She snapped at some grass
blades.
And she snapped at me.

She caught the cactus.
She caught the seeds.
She caught the grass blades
But she didn't catch me.⁶

⁶ adapted by Louisa Aikin from "S-S Slithering S-Snakes and Other Creatures," *Kidstuff* 3.11 (1985): 4.

"Read Arizona"
"The Rattlesnake"
 Finger play by
 C.J. Brown

Slither, slither goes the
 snake

Put palms together at chest
 height and make "snaky" motions
 from side to side with arms.

Listen for the sound I
 make..."

Cup hand behind ear.

"If MY rattles you should
 hear..."

Point to chest with thumb.

"Then, you'll know that
 danger's near."

Put up hand in "stop" position.

Rattlesnake rattles--fill a small child-proof prescription bottle with rice or small beans. Put contact cement around the bottle top and screw on the lid. Let the children shake their rattles at the end of the finger play.

"Cactus Home"
(Sung to "The Farmer in the Dell")

Use the patterns that follow, if desired, to make the song a flannel board. Enlarge the Saguaro pattern as needed and place the elf owl and woodpecker on top of the cactus as directed in the song.

Oh, the cactus is my home,
The cactus is my home.
Where the sun is bright and hot,
The cactus is my home!

A wee elf owl am I,
At night I hunt and fly.
But when the sun is bright and hot,
The cactus is my home!

When a woodpecker builds a nest,
A cactus home is best.
Where the sun is bright and hot,
The cactus is my home!

When a pack rat wants to eat,
Seeds make a juicy treat.
Where the sun is bright and hot,
The cactus is my home!

To drink from flowers white,
Is a long-nosed bat's delight.
Where the sun is bright and hot,
The cactus is my home!⁷

⁷ song by Louisa Aikin, Scottsdale Public Library System, from information found in: Guiberson, Brenda Z. *Cactus Hotel*. New York: Holt, 1991 and Silver, Donald M. *One Small Square: Cactus Desert*. New York: W.H. Freeman, 1995.

Patterns for "Cactus Home"



Elf Owl



Woodpecker

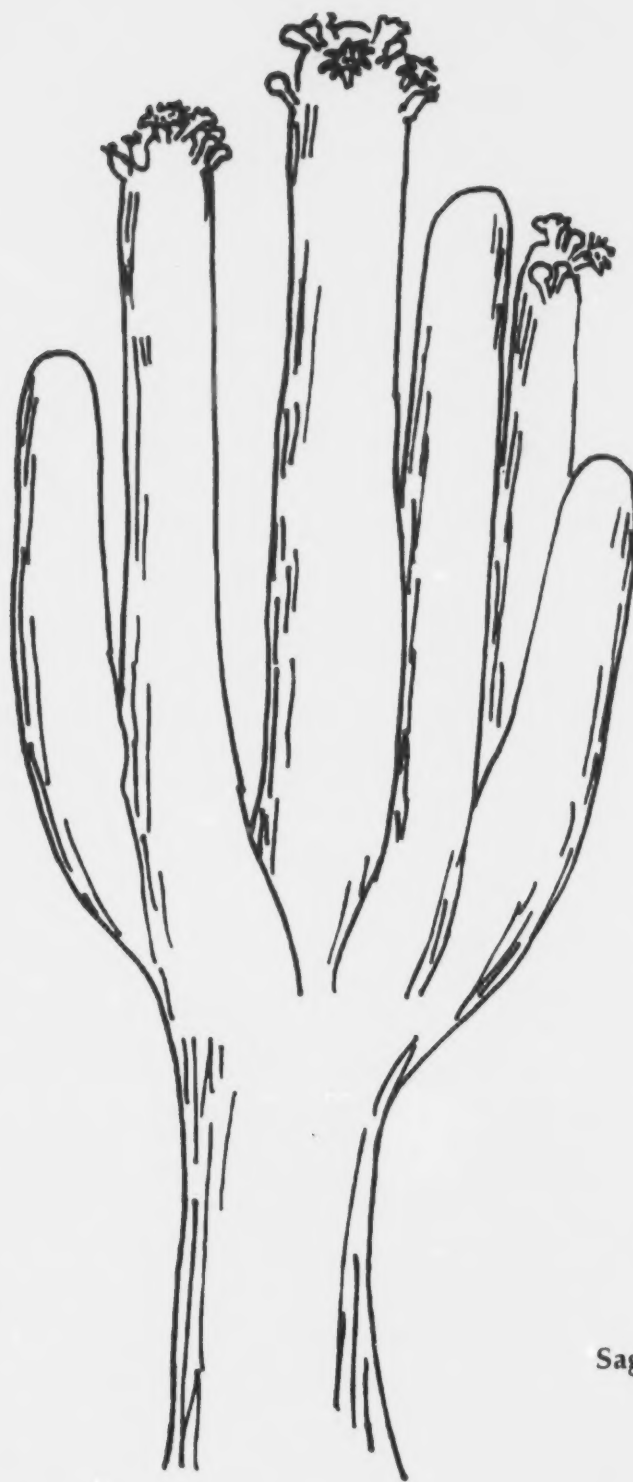


Pack Rat with seeds



Long - nosed Bat

Patterns for "Cactus Home"



Saguaro

The Three Silly Rattlesnakes
(A Flannel Board Story)

The following story is adapted from a Mexican folktale. Use the patterns that follow to create a story for the flannel board. Use felt for the three rattlesnakes, to make it easy to tangle their tails. You may also wish to shake a maraca to simulate the "rattle."

Once upon a time Three Silly Rattlesnakes were crossing the desert one sunny day. They traveled so long and so far and became so tired that they decided to stop for a siesta. The Three Silly Rattlesnakes found a rock which would shade them from the hot summer sun. They curled up in the shadow of the rock and went to sleep.

Now while they were napping, the Three Silly Rattlesnakes got their tails all tangled together. When they awoke, they began to cry, "Hissss! Hissss! We can't move! We don't know which tail belongs to which! Hissss! Hissss!"

Just then Coyote happened to come by the rock. "For goodness sakes!" he exclaimed. "Why are you lying there crying like that?"

The Three Silly Rattlesnakes cried even harder. "Hissss! Hissss! We can't move! We don't know which tail belongs to which!"

Coyote had never heard anything so silly in his whole life. "Stop your crying now," he said. "I'll show you which tail belongs to which."

Just then, Roadrunner ran by. "Friend Roadrunner!" called Coyote. "May I have one of your feathers, please?"

Roadrunner stopped and kindly gave Coyote one of her long tail feathers.

Coyote began tickling the Silly Rattlesnakes' tails. Tickle, tickle, tickle! Tickle, tickle, tickle!

"Hiss-hiss!" laughed the First Silly Rattlesnake. "The feather is tickling my tail." And he shook his rattle to prove it.

"That is your tail," said Coyote. "Pull it toward you."

"Hiss-hiss!" laughed the Second Silly Rattlesnake. "The feather is tickling my scales." And he shook his rattle to prove it.

"Those are your scales," said Coyote. "Pull them toward you."

"Hiss-hiss!" laughed the Third Silly Rattlesnake. "The feather is tickling my tail and my scales!" And she shook her rattle to prove it.

"Those are your scales and your tail," said Coyote. "Pull them toward you."

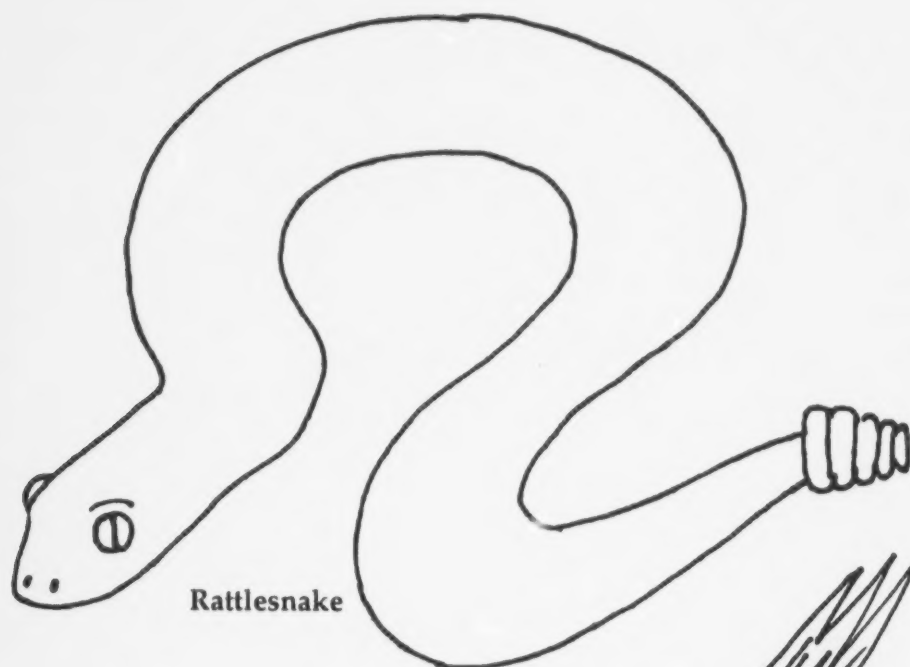
One by one, the Three Silly Rattlesnakes pulled in their tails. And one by one, out they slithered from the shadow of the rock.

"Oh, thank you, Coyote!" they cried. "What would we have done without you? If you hadn't used that feather, we never would have known which tail belonged to which!"

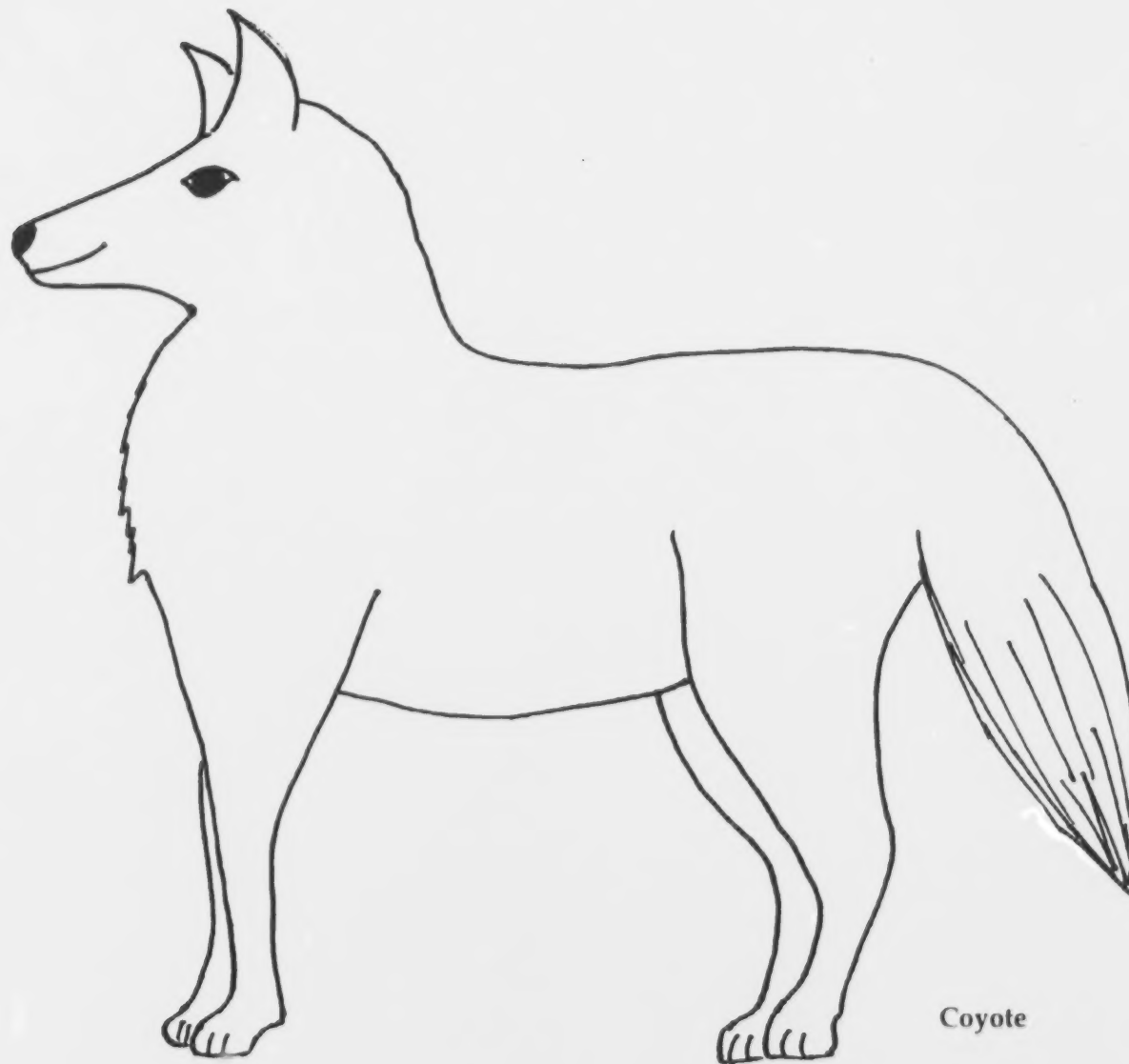
Then the Three Silly Rattlesnakes slithered on their way.^a

^aadapted by Louisa Aikin from Warren, Jean. Teeny-Tiny Folktales. Everett, WA:Warren Publishing House, 1987.

Patterns for The Three Silly Rattlesnakes



Patterns For The Three Silly Rattlesnakes



Coyote

73

COWBOY HATS

FIVE LITTLE COWBOY HATS ALL IN A STORE
ONE FELL OFF THE RACK AND THEN THERE WERE FOUR.

FOUR LITTLE COWBOY HATS ALL WANTING TO BE FREE
IN CAME A COWGIRL WHO BROUGHT ONE AND THEN THERE WERE
THREE

THREE LITTLE COWBOY HATS FEELING ALONE AND BLUE
ONE LEFT CRYING THEN THERE WERE ONLY TWO

TWO LITTLE COWBOY HATS WANTING TO HAVE SOME FUN
ONE WENT WITH A LASOOING BOY AND THAT LEFT ONLY ONE

ONE LITTLE COWBOY HAT WISHING TO BE IN THE SUN
WENT OUT THE DOOR AND THEN THERE WERE NONE.

SUBMITTED AND WRITTEN BY
SUSAN LYNNE-TUCSON-PIMA PUBLIC LIBRARY

Recipe: Make Your Own Edible Cactus Critters

Materials needed: 2 cups smooth peanut butter
2 cups powdered milk
3 tablespoons honey
Mixing bowl
Wax paper
Edible items for decorating animals: Red hots candies, M & M's candies
Sprinkles, thin licorice whips,
Chocolate chips, icing in tubes, etc.

Directions:

1. In a mixing bowl, combine peanut butter, powdered milk and honey. Work with fingers to form dough. If the mixture is too sticky, add more powdered milk as desired.
2. Form small balls of the dough and place on wax paper.
3. To make a snake, roll the dough into a long strip. Use the decorating items to add eyes, tongue and body markings.
4. Enjoy eating the snake!

Note: You can make a lizard or gila monster by adding 4 small rolls of peanut butter to the body to form the lizard's legs. Decorate as above.⁹

⁹ adapted by Louisa Aikin from: Palar, Barbara Hall. "Goody Stuff." *Better Homes and Gardens*. 74.3 (1996): 226.

Recipe: Cactus Cooler

This sherbet soda really looks like cactus juice! It's cool and refreshing.

Materials needed:

4 tall glasses
1 ice cream scoop
Measuring cup
1 bottle lemon-lime soda (1-liter size)
4 scoops lime sherbet
Straw
Spoon

Directions:

1. Pour 1 cup of lemon-lime soda into each glass.
2. Place a scoop of lime sherbet carefully into each glass. Serve with a straw and a spoon.¹⁰

¹⁰ Reprinted with permission from *Cody Coyote Cooks*, by Denice Skrepcinski, Melissa T. Stock, Lois Berthold, ISBN 1883672376 copyright 1996. (\$14.95, Tricycle Press 1-800-841-Book).

Recipe: Howlin' Coyote Toast

This grub is so good you'll howl at the moon for more!

Materials needed: 1 baking pan
 Serrated knife or bread knife
 Grater
 Measuring cup
 Hot pads
 Tongs
 1 long loaf French or sourdough bread
 1 cup grated cheese, Colby and Monterey Jack combined

Directions:

1. Preheat the oven to 400 degrees.
2. Cut the bread into 4-inch slices and then cut each section in half lengthwise.
3. Sprinkle the top of each bread slice with some of the grated cheese.
4. Place the bread slices on the baking sheet and place the baking sheet into the oven. Bake for 10 minutes, or until the cheese melts. Using hot pads, remove the baking sheet from the oven and let the bread cool for a few minutes before serving. Use tongs to remove the bread from the baking sheet.

Note: Use a special knife to cut French bread; it is safer and will be easier to cut with. Cut bread with a sawing motion, and always have an adult help when slicing.¹¹

¹¹ Reprinted with permission from *Cody Coyote Cooks*, by Denice Skrepinski, Melissa T Stock, Lois Bethold, ISBN 1883672376 copyright 1996. (\$14.95, Tricycle Press 1-800-841-Book).

Activity: Desert Dwellers On the Move
(Song sung to "Mary Had a Little Lamb")

Directions: Sing the words below to the tune of "Mary Had a Little Lamb," following the directions in the song.

Crawl slowly OR walk fingers up arm slowly

Crawl quickly OR run fingers up arm quickly

Cup hands around mouth; sing loudly

Sing softly

"Slither" arm forward

"Slither" arm from side to side

Hold arms above head; sway in the "breeze "

Hold arms stiff at sides

Tortoises crawl very slow,
Very slow, very slow.
Lizards can crawl faster,
though, Very, very fast.

Woodpeckers sing very loud,
Very loud, very loud.
Hummingbirds sing very soft,
Very, very soft.

Rattlesnakes slide straight
ahead, Straight ahead,
straight ahead.
Sidewinders slide from side to
side, Slide from side to side.

Desert trees sway in the breeze,
In the breeze, in the breeze.
Cactus stands very still,
Very, very still.¹²

¹² adapted by Louisa Aikin from "S-S-Slithering S-Snakes and other Creatures," *Kidstuff* 3.11 (1985):6.

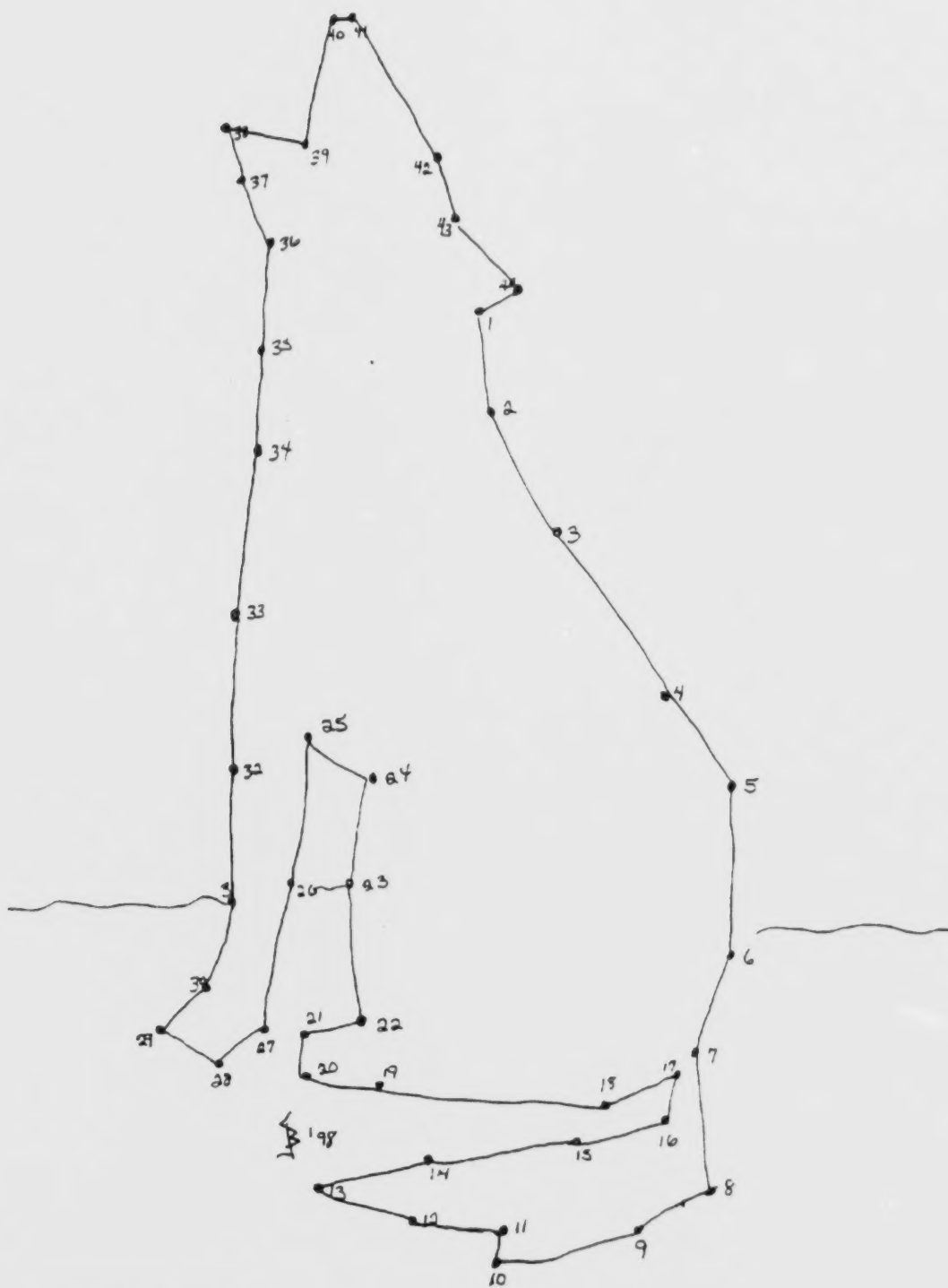
Activity: Snake Dance

Directions: Position children so that they each are standing in different parts of the room. Choose one child, hold his hand, and lead him/her around the room, weaving in and out of the other children and chanting the verse below. Each time you end the chant, stop walking, and have the child nearest you grab the hand of the last child in line. The game continues until all children are part of the "snake." You can pick up one or two children each time you stop. Be sure to weave all around the room, so that the children can never be sure who will be next. If you like, once all the children are part of the line, you can lead the line into a circle in preparation for your next activity.

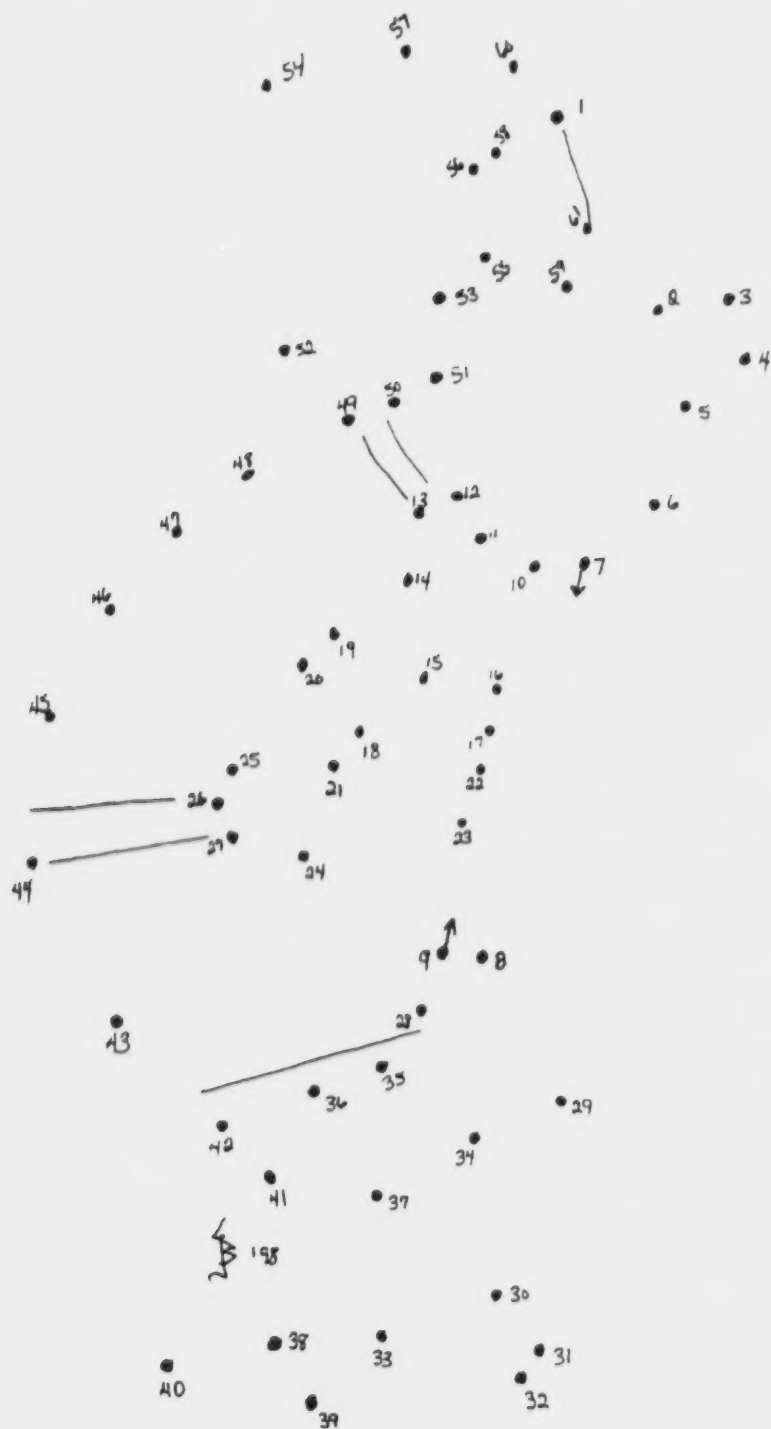
Over the ground and through
the grass, Join us in a snakey
dance.¹³

¹³ From "S-S-Slithering S-Snakes and Other Creatures," *Kidstuff* 3.11 (19B5):7.*
Waiting for permission from publisher.

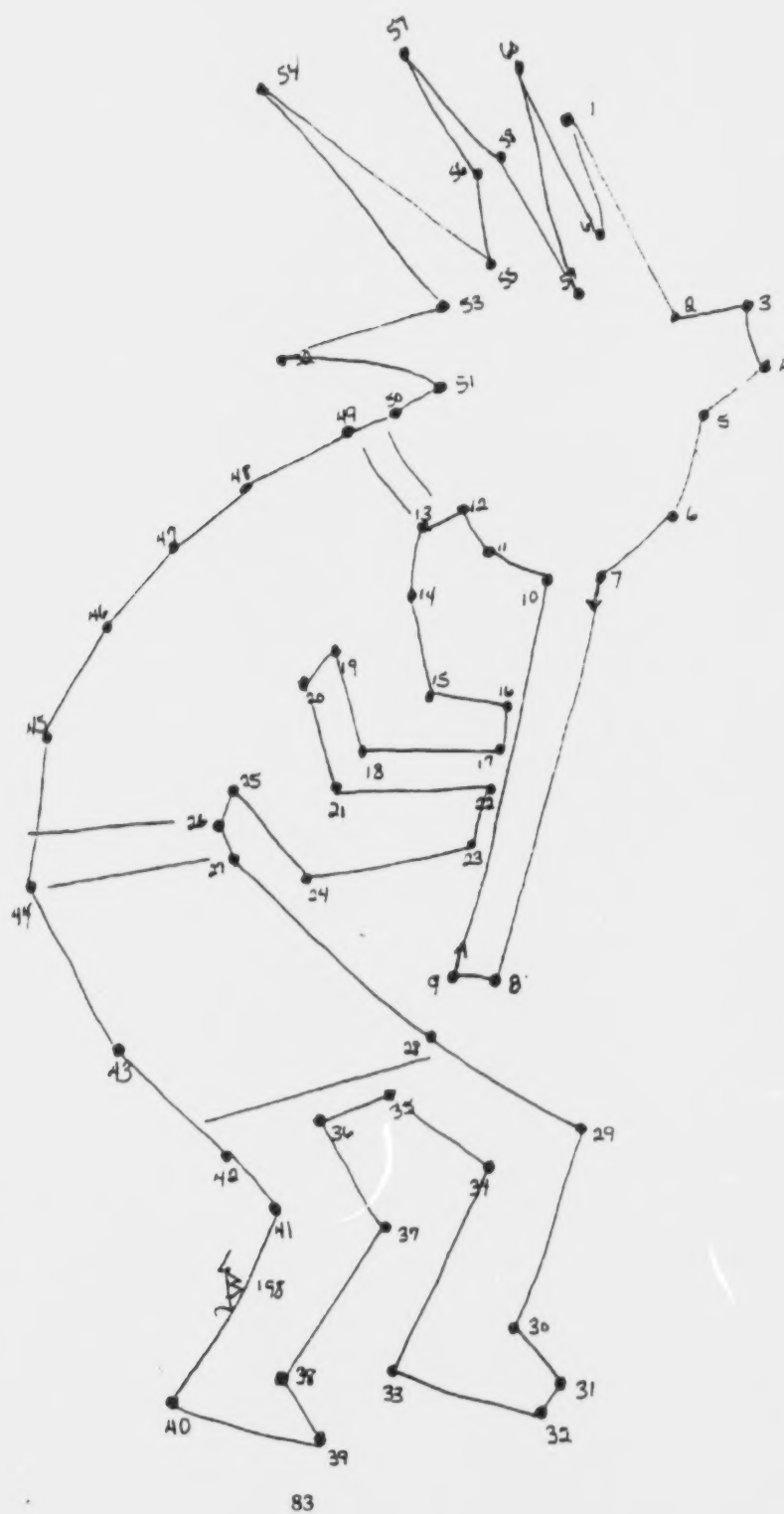




NIGHT MUSIC



HOP
DESIGN

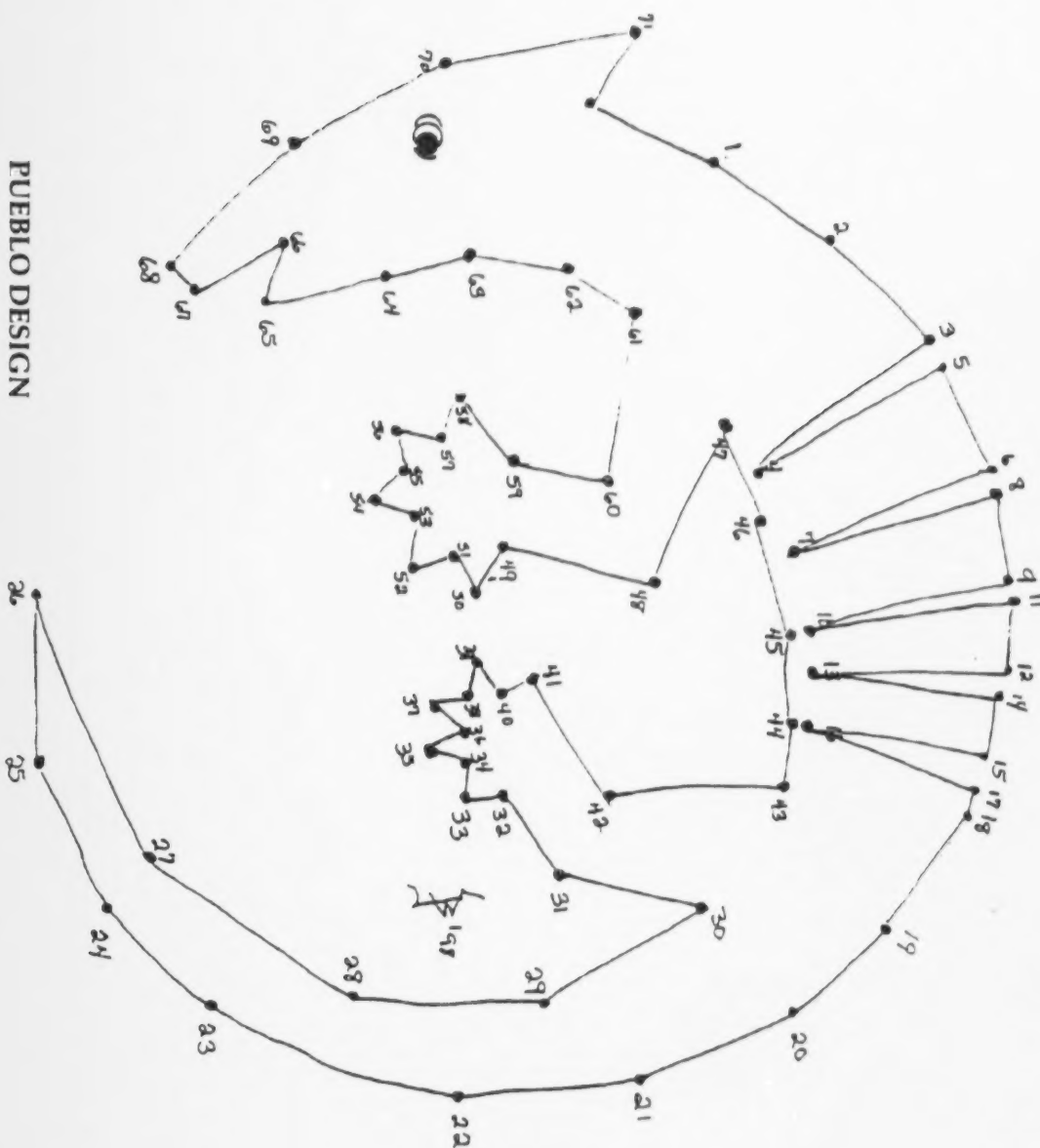


HOP
DESIGN

PUEBLO DESIGN



PUEBLO DESIGN

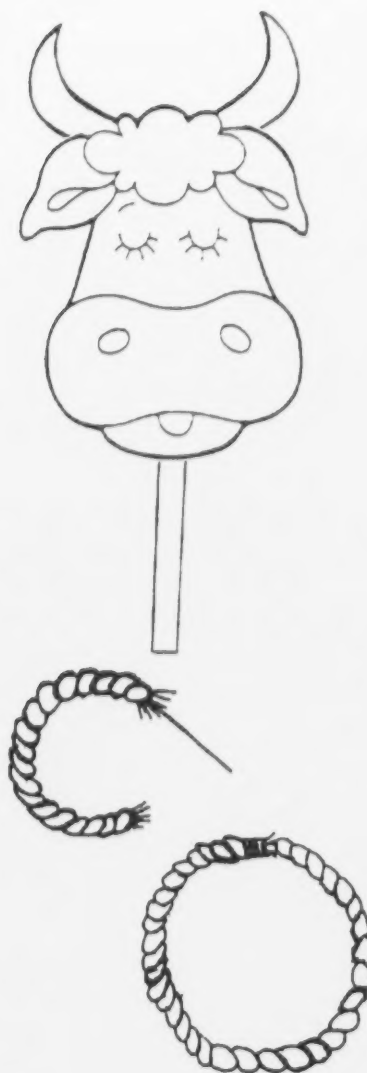


**"Read Arizona"
Ropin' Roundup Game**

Materials

Cardboard or foam core board
Poster paints in "cow colors"
Ruler or paint stick for each steer
Fake fur (optional)
Thick rope
Coat hanger wire
Electrical or duct tape

1. Cut several steer heads from heavy cardboard or foam core board.
2. Use poster paint to paint the steer's features.
3. (Optional) When paint dries, cut a piece of fake fur and glue it to the steer's forehead.
4. Glue the ruler or paint stick to the back of the steer head.
5. Cut the hook section off the hanger and straighten out the wire. Force the wire through the center of the rope. Cut the Rope about 1" longer than the hanger. Be sure the wire is completely covered with the rope.
6. Bind the ends of the rope with the tape. Form a circle with the wired covered rope and secure with tape.



Secure the ruler or paint stick in the ground or in a bucket of rocks. Score points for "roping the steer". The age of the children will determine how difficult to make the tosses.

Craft: Make Your Own Desert Toad

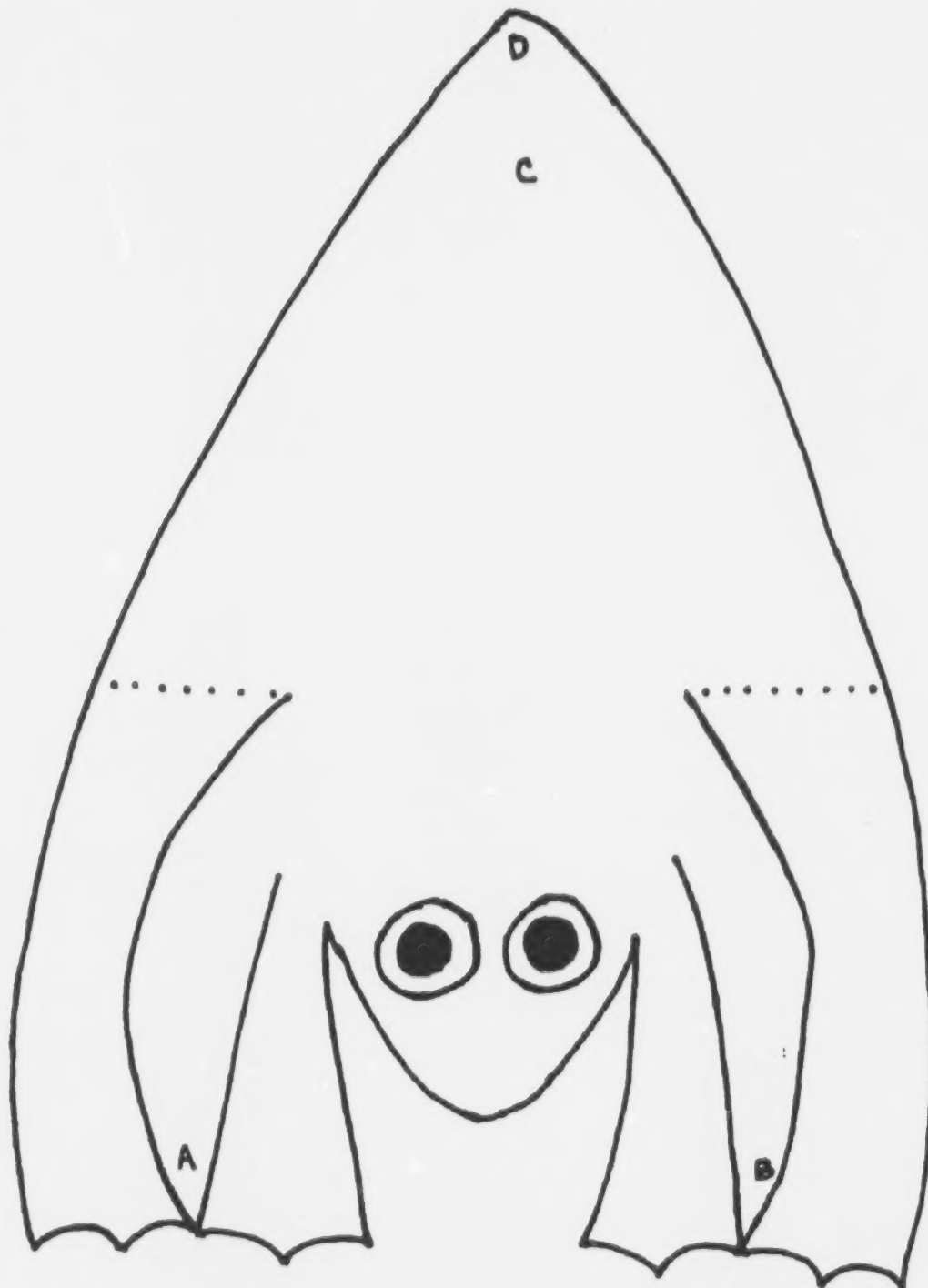
Materials needed: Paper (construction or card stock)
Pattern (follows)
Scissors
Stapler
Crayons, markers or colored pencils
(optional)

Directions:

1. Reproduce the pattern on the next page. You may wish to use green construction paper or card stock, or white paper, if you would like the children to decorate their toad.
2. Cut the toad on the bold lines only.
3. Give the children crayons, markers or colored pencils to add markings to their toads. Spadefoot toads have irregular patches of darker green or brown on a lighter green or yellow body. Red-spotted toads have red spots all over their light brown body.
4. With the toad facing you, roll point D under and forward. Wrap sides A and B around the bottom. Staple all three together at point C. Fold back hind legs at dotted lines.¹⁴

¹⁴ adapted by Louisa Aikin from: 1992 Copycat Press, Inc. *Copycat Magazine*. P.O. Box 081546. Racine, WI 53408-1546. Reprinted with permission.

Pattern for Desert Toad



Craft: Make Your Own Desert Game

(Based on *Why Cowboys Sleep with Their Boots On* by Laurie Lazzaro Knowlton)

Materials needed: Game board
 Squares for game board
 Paper (white or assorted colors)
 Scissors
 Glue
 Crayons, markers or colored pencils (optional)
 Dice
 Objects for game pieces: small stones, coins, large buttons,
 etc.

Directions:

1. Reproduce game board sheets and pieces on white or color paper. Give one game board sheet and a set of squares to each child.
2. Have the children cut out the squares and glue them to the game board. They may use crayons, markers or colored pencils to decorate the game board.
3. When the children are ready to play, give each pair (or group) a die and a small object to use as a game piece.
4. To play the game, have each player roll the die; highest number rolls first. All players begin at the Start square. The first player rolls the die and moves his/her game piece that number. If he/she lands on a blank square, the turn moves clockwise to the next player. If he/she lands on a square with directions, he/she follows the directions on the square. The winner is the player who lands on the Finish square first. You may wish to require the winner to land on Finish by exact count.¹⁵

¹⁵ adapted by Louisa Aikin from the book: *Why Cowboys Sleep With Their Boots On* by Laurie Lazzaro Knowlton. Gretna: Pelican Publishing Co., 1995.

START

[illegible]

FINISH

Lost your
britches!
Go back
2 squares.

You get a
good night's
sleep.
Roll again!

Buy new
denim
britches.
Roll again!

Coyote
howls
all night!
Go back
one square.

Coyote
takes your
bandana!
Lose a turn.

You trade
dishwashing
for bandana.
Go forward
1 square.

Armadillo
takes your
hat!
Go back
3 squares.

Buy a
new hat.
Go forward
2 squares.

You sleep
with your
boots on!
Roll again!

Cattle
stampede!
Lose a turn.

Game Pieces

Egg Carton Tortoise Box

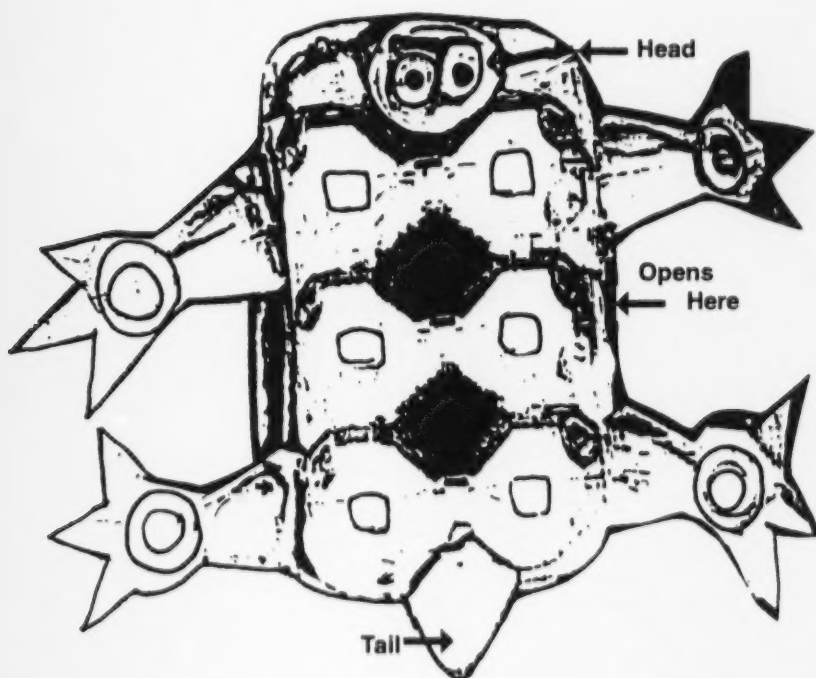
Craft Activity

Materials:

Cardboard Egg Cartons
Glue
Masking tape
Scissors
Tempera paint
Paint brushes
Diagram instructions for egg carton tortoise

Directions:

1. Before the children come have the tortoise parts cut out and ready to assemble using the diagram instructions on the next page. You may want to have the tortoise already glued together for younger children. Older children may want to cut out and glue the tortoise themselves.
2. Let the children paint the tortoise any way they would like.



Egg Carton Tortoise

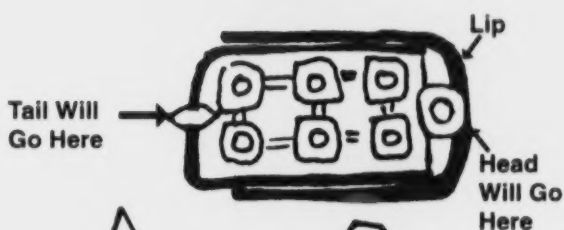
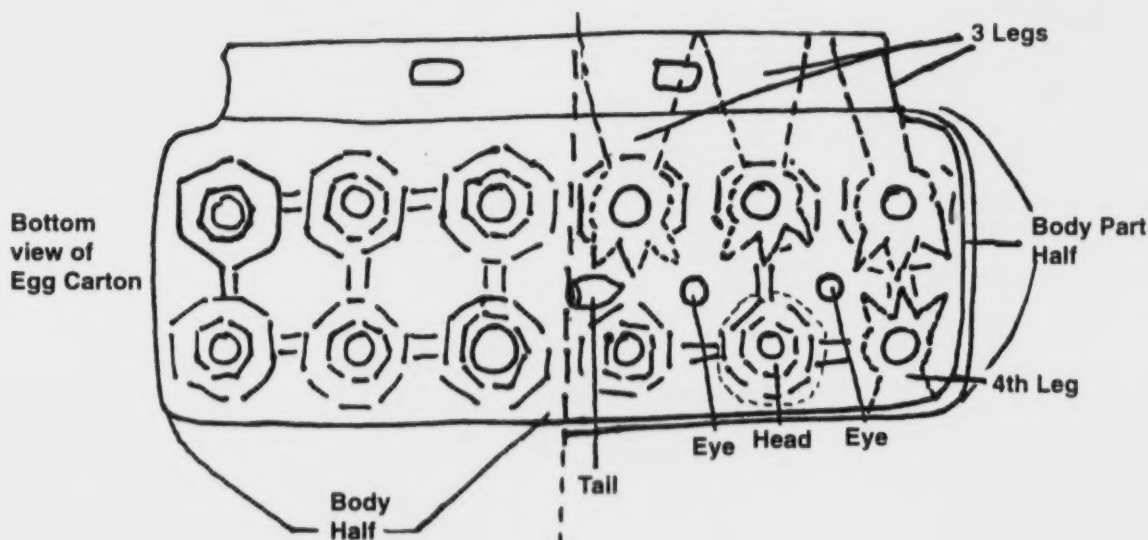
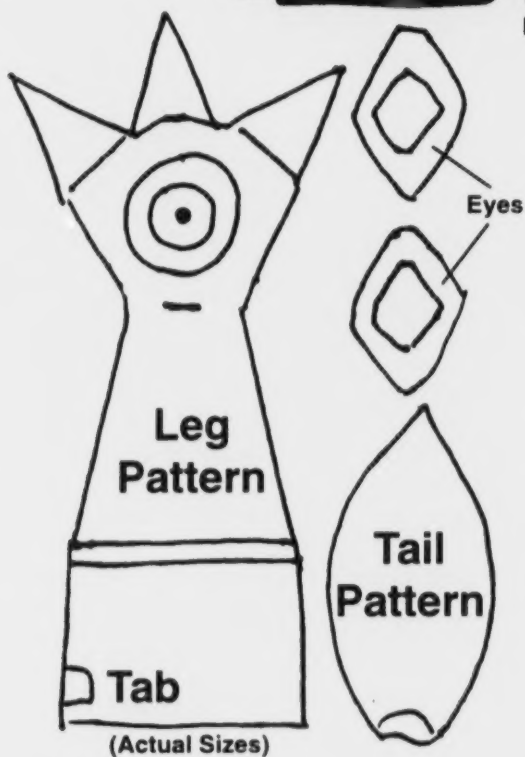


Diagram Instructions



1. Cut the egg carton in half.
2. Cut the top and bottom apart on the parts half and slide the top half under the other top half and glue together. This makes it so the body of your tortoise will have a lip all the way around.
3. Cut off 4 of the egg cups to make the legs (one will not have a tab on it because it is cut from the other side.)
4. Cut off another egg cup for the head.
5. Cut off the tips of the two pieces that go between the egg cups to use as the eyes.
6. Cut out the tail from the remaining 1/2 piece that goes between the egg cups.
7. Glue the tortoise together using masking tape to hold the pieces in place until the glue dries.
8. Paint the tortoise any way you would like.

RABBIT HEAD PIECE
CRAFT ACTIVITY



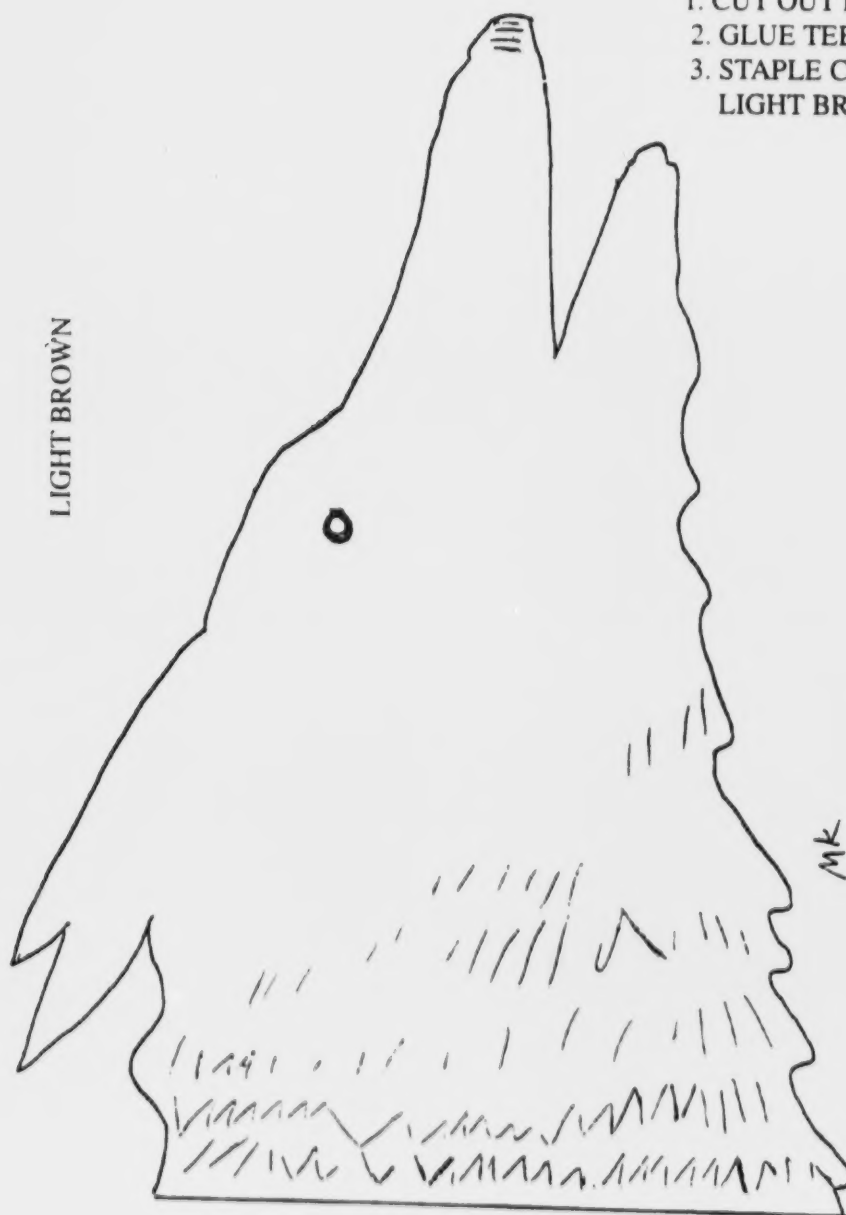
1. CUT OUT PATTERNS.
2. GLUE EARS TO RABBIT.
3. BLACK PIECES OF LONG RECTANGULAR PAPER
MAY BE ATTACHED ABOVE MOUTH AS WHISKERS.
4. STAPLE RABBIT TO 2" HEADBAND.



Ears for rabbit

COYOTE HEAD PIECE CRAFT ACTIVITY

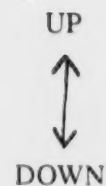
1. CUT OUT PATTERNS.
2. GLUE TEETH TO MOUTH.
3. STAPLE COYOTE TO 2" LIGHT BROWN HEADBAND.



COYOTE TEETH



WHITE



COYOTE

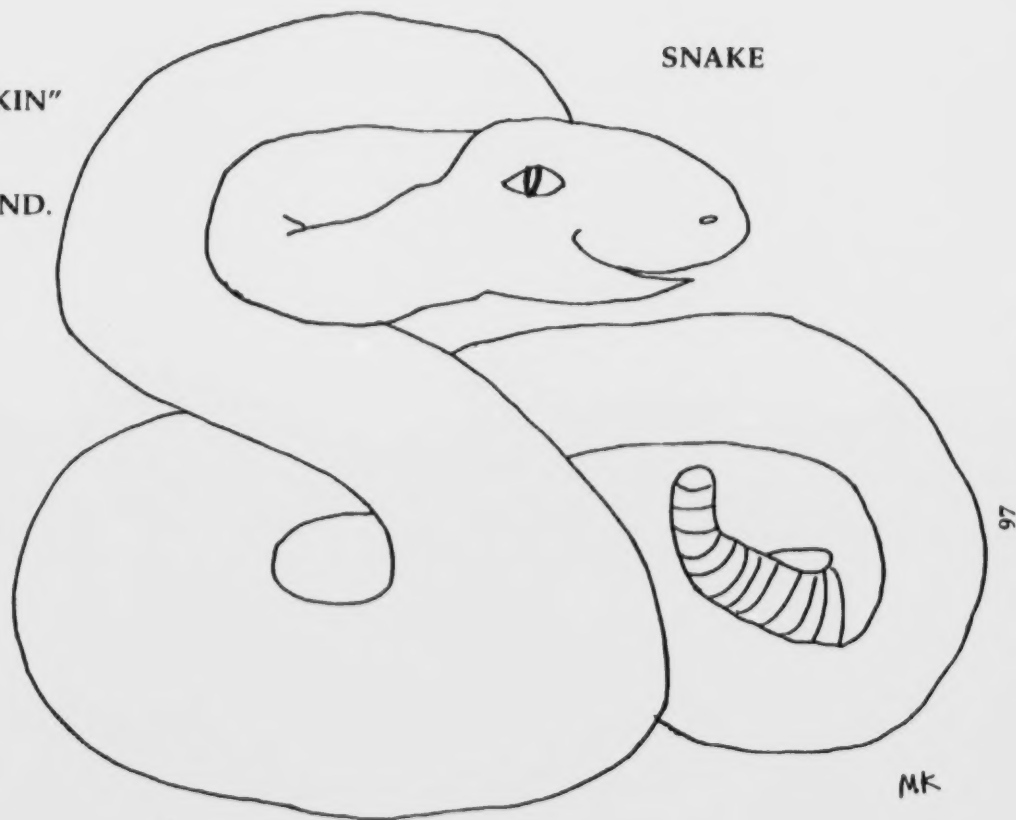
Snake Head Piece
Craft Activity

1. CUT OUT PATTERNS.
2. TRACE BODY ON PAPER.
DRAW DIAMOND SHAPED,
STRIPED OR OTHER "SNAKE SKIN"
PATTERNS/DESIGNS.
3. GLUE TONGUE TO MOUTH.
4. STAPLE SNAKE TO 2" HEADBAND.

RED



SNAKE TONGUE PATTERN



SNAKE

GREEN OR
YELLOW

MK

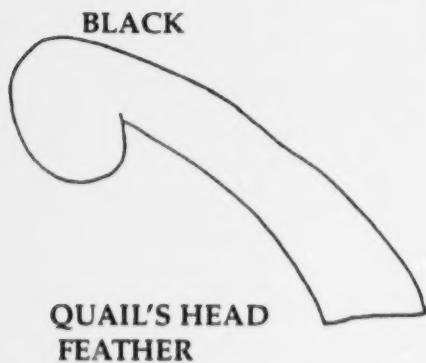
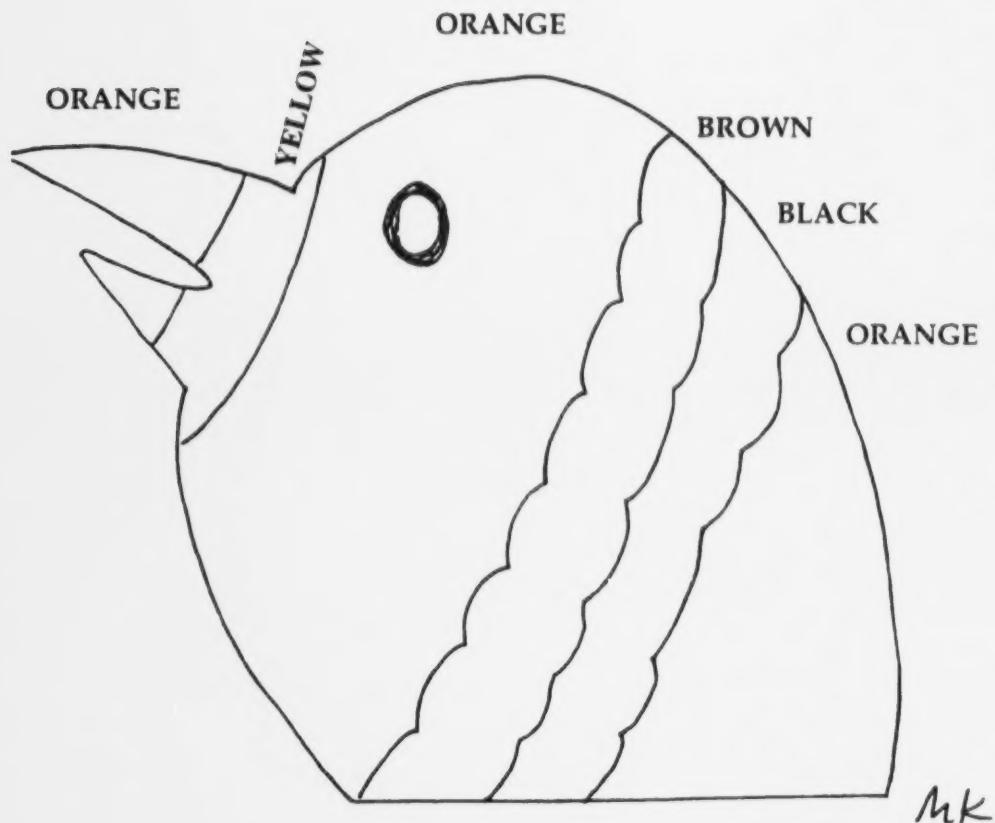
97

130

129

QUAIL HEAD PIECE
CRAFT ACTIVITY

QUAIL



1. CUT OUT PATTERNS.
2. GLUE HEAD FEATHER ON TOP OF QUAIL'S HEAD.
3. STAPLE QUAIL TO 2" BROWN HEADBAND.

LAMB HEAD PIECE
CRAFT ACTIVITY

LAMB



WHITE
OR BLACK

1. COPY PATTERN.
2. CUT OUT PATTERN.
3. GLUE ON PIECES OF COTTON BALLS TO PATTERN.
4. STAPLE LAMB TO 2" WHITE HEADBAND.

**"Read Arizona"
Lamb**

**Preschool craft to accompany
Borreguita and the Coyote
by Verna Aardema**

Materials

Construction paper background (and color), one black ear and one lamb body (black) for each child

About 20 small cotton balls for each child

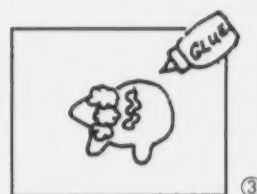
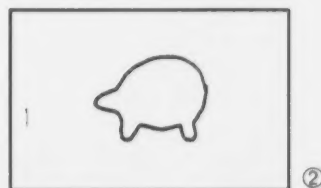
Scissors

White glue or glue sticks

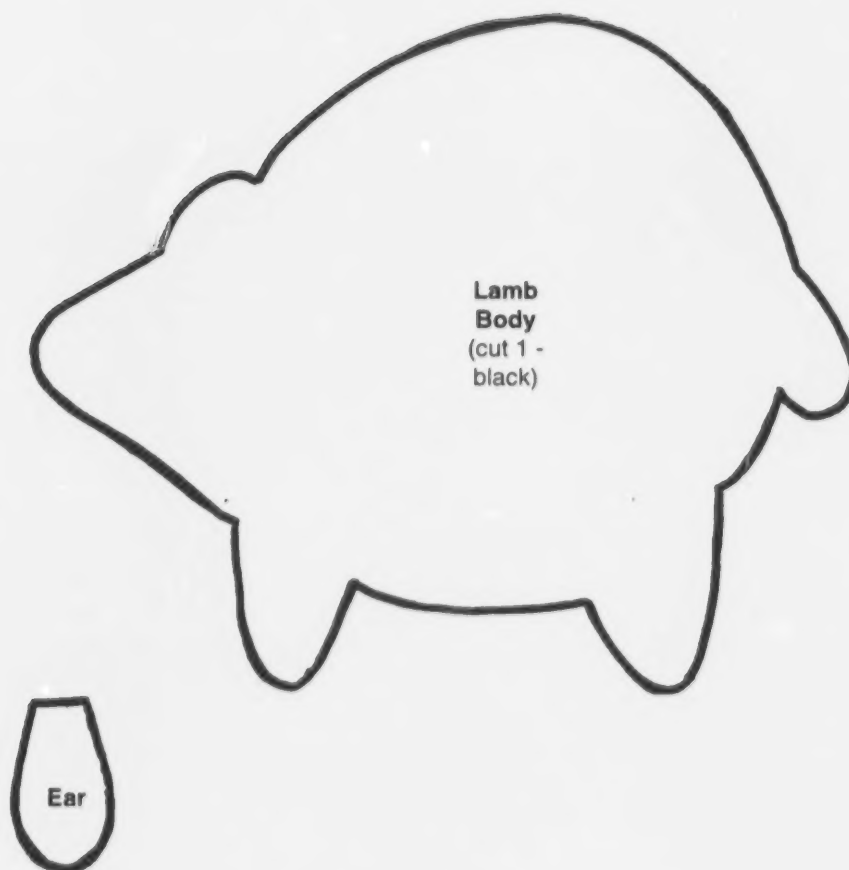
Crayons

Older children can make this entire project themselves if provided with the pattern, but preschoolers will need to have the lamb bodies cut for them in advance.

1. Provide a background sheet and one lamb body for each child.
2. Demonstrate how to use the glue or gluesticks. (Not too much if using white glue or it makes the paper crinkle.) Have the children glue the lamb to the center of the background.
3. Glue cotton balls to the lamb body. Do not glue cotton to the nose or legs. Glue the ear to the cotton about 1/4" back of the nose.
4. Use the crayons to illustrate one of the scenes from the story (field of clover, cliff face, etc.)



"Read Arizona"
Lamb



**"Read Arizona"
Snake finger puppets***

Preschool craft to accompany

Baby Rattlesnake

by Te Ata

Materials

Construction paper in "snake" colors

White glue in squeeze bottles

Crayons

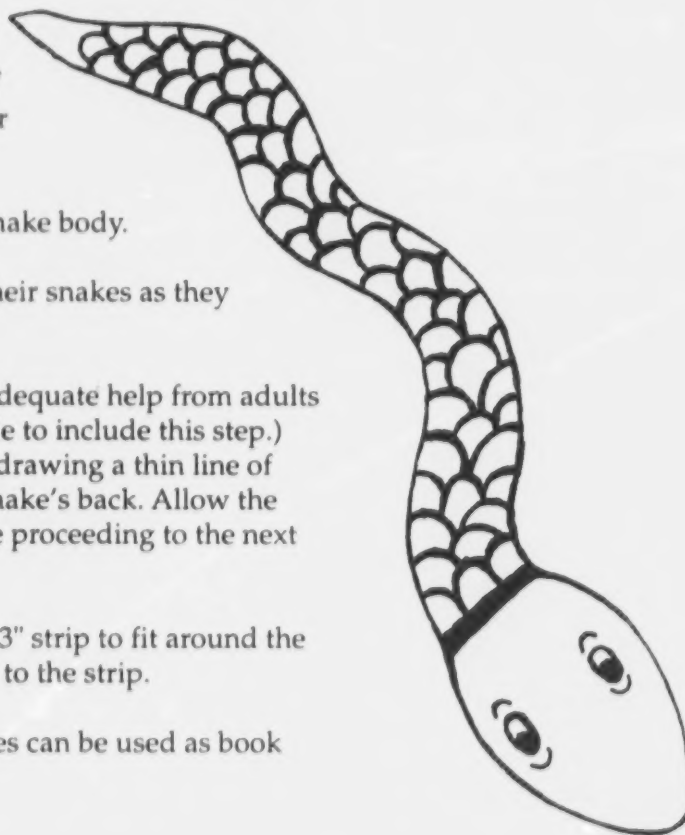
(If including step 3, a paper plate for each child to use as a gluing tray)

Preparation

From construction paper, copy and cut out a snake body for each child. In addition, cut one 1/2" x 3" construction paper strip for each child.

1. Give each child a prepared snake body.
2. Allow the children to color their snakes as they wish.
3. Optional (be sure you have adequate help from adults or older children if you decide to include this step.) Make scales on the snake by drawing a thin line of glue along each line on the snake's back. Allow the glue to dry completely before proceeding to the next step.
4. Form a circle with the 1/2" x 3" strip to fit around the child's finger. Glue the snake to the strip.

Note: By omitting step 4 the snakes can be used as book marks.¹⁶



¹⁶Adapted from an idea that appeared in "Copycat Magazine", Vol. 10, #5, May/June 1995. Copycat Press, Inc., P O Box 081546, Racine WI 53408-1546

"Read Arizona" **Swirly Snake/Slithery Snake**

Preschool craft project to accompany

Baby Rattlesnake

by Te Ata

Materials

Pattern copied on tagboard or construction paper for each child

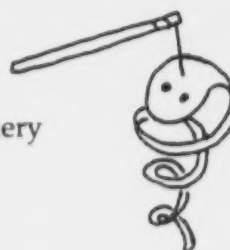
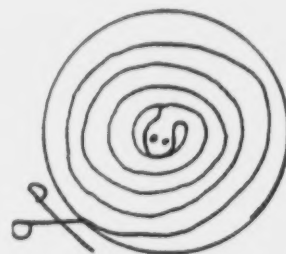
Scissors

Carpet thread or Monofilament

One new pencil for each child (does not need to be sharpened)

Crayons or markers

1. Copy the pattern on tagboard or construction paper for each child.
2. Allow the children to color the swirly snake and the slithery snake with crayons or markers.
3. Cut each snake along heavy dark line.



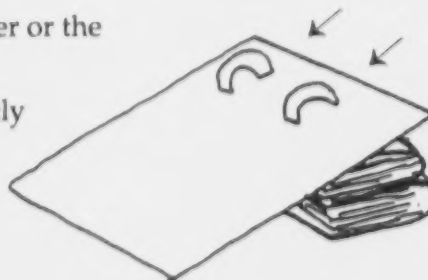
Finishing the Swirly Snake-

1. Poke a small hole in the tip of the nose or the tip of the tail.
2. Tie about 1" of carpet thread or monofilament in place through the hole.
3. Tie the other end of the thread around the eraser end of the pencil. Child can make his snake "walk" by holding the pencil and letting the snake bob up and down.



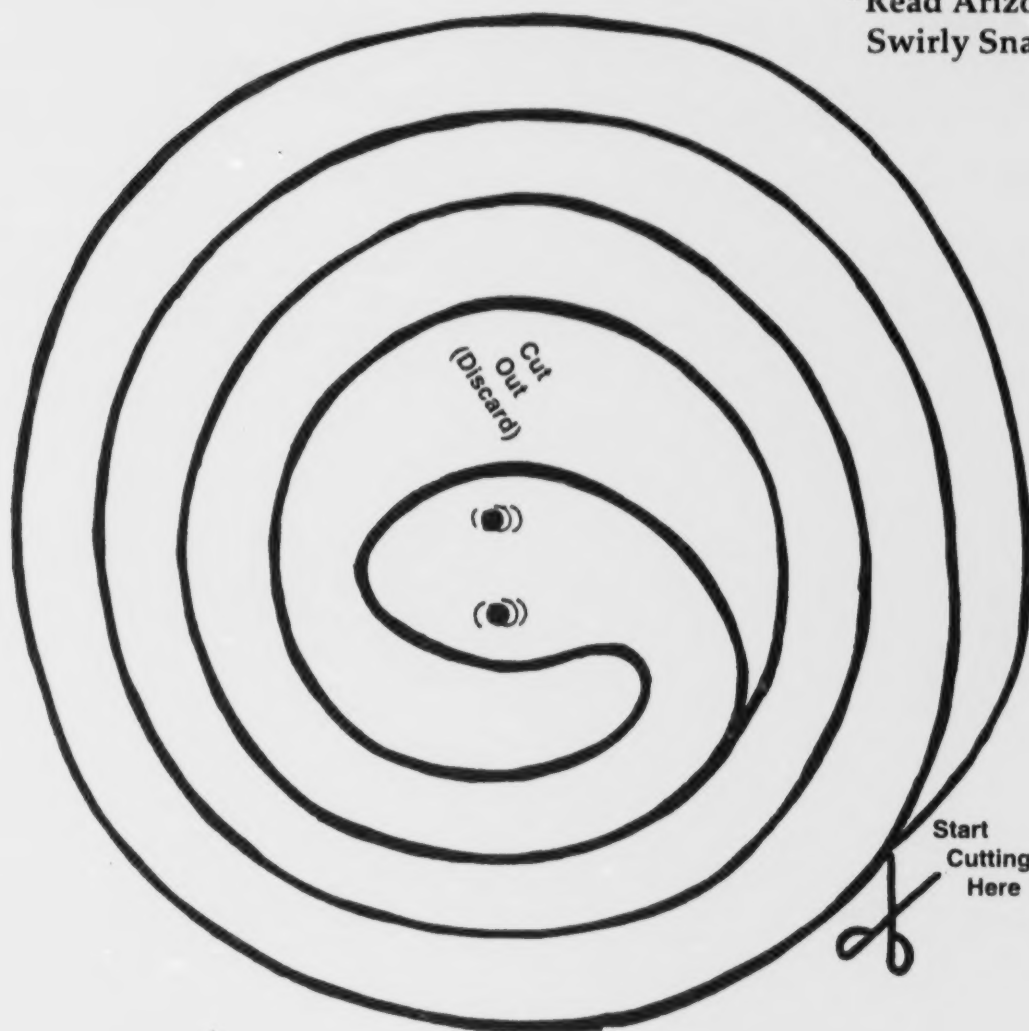
Finishing the Slithery Snake -

1. Gently pull the back side of the snake across a ruler or the blade of the scissors to curl it down slightly.
2. You can have races by placing 2 snakes on a slightly inclined surface (such as a large piece of stiff cardboard resting on a couple of thick books) and blowing gently on the back of the snake.¹⁷



¹⁷Adapted from "Snake's Pace", Family Fun, Boone, Iowa, August, 1997, p. 26.

"Read Arizona"
Swirly Snake



"Reading Arizona"
Slithery Snake

Cut on straight line for slithery snake - cut snake on outline for bookmark.



"Read Arizona" Desert Tortoise

Preschool craft to accompany
The Tortoise and the Jackrabbit
by Susan Lowell

Materials

1 paper (or styrofoam) bowl and 1 salad plate for each child

Construction paper

Yarn cut into 1 yard pieces

Masking tape

Brown shoe polish (optional)

Scissors

Hole punch

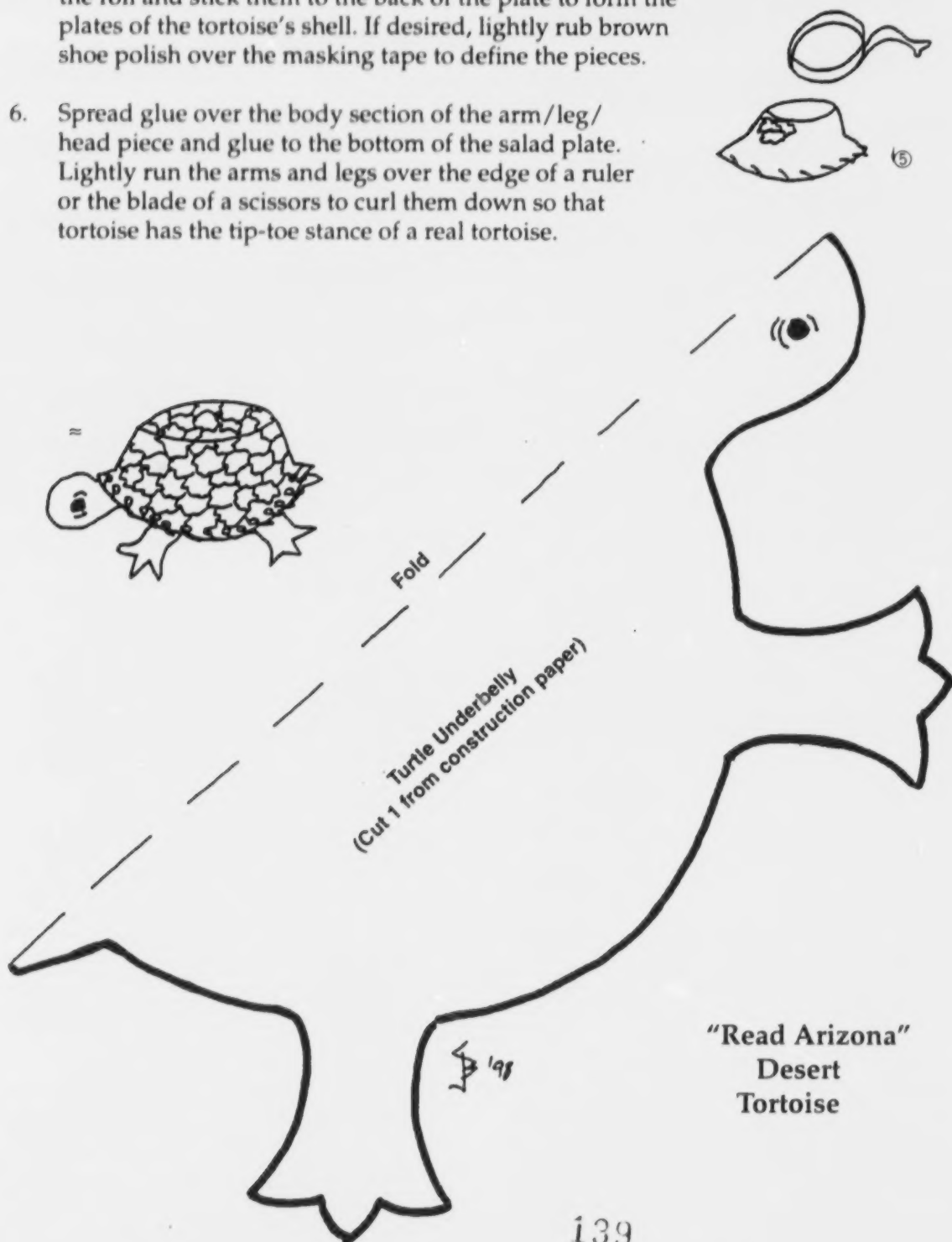
Glue

(Note: older children can do all steps themselves,
but preschoolers will need to have steps 1-3
done for them in advance)

1. Dip both ends of the yarn in glue and squeeze out the excess.
Set aside to dry to make stiff ends to use for lacing.
2. Copy the arm/leg/head pattern onto colored construction paper and cut out one for each child (copies can be done on a copy machine).
3. Place the salad plate right-side up on the table. Place the bowl up-side down on top of it and match the edges as closely as possible. Staple in a couple of places to hold it steady and punch holes about 1" apart all around the edges.
4. Using the yarn, lace the bowl to the salad plate using a down, around, through motion. (If desired, place small beans or rice inside once you have all but about 2" laced to make a musical shaker.) When completely laced, knot the ends of the yarn and cut off the excess.



5. Tear small, irregularly shaped pieces of masking tape from the roll and stick them to the back of the plate to form the plates of the tortoise's shell. If desired, lightly rub brown shoe polish over the masking tape to define the pieces.
6. Spread glue over the body section of the arm/leg/head piece and glue to the bottom of the salad plate. Lightly run the arms and legs over the edge of a ruler or the blade of a scissors to curl them down so that tortoise has the tip-toe stance of a real tortoise.



"Read Arizona" Gila Monsters

Materials

Construction paper

Markers or crayons

Bubble wrap with small bubbles

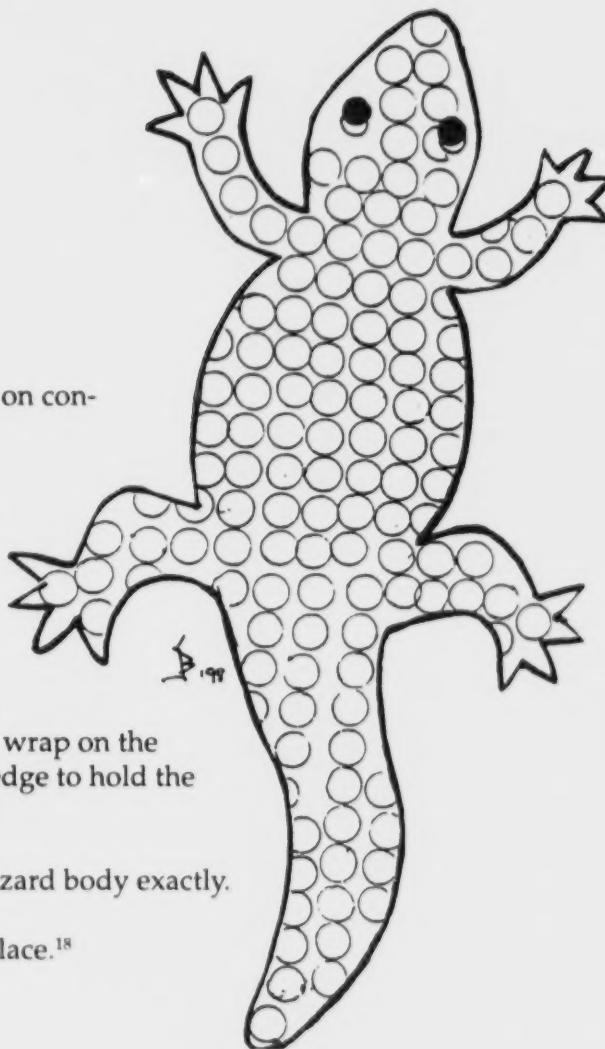
Small shank buttons or wiggle eyes

Glue

Stapler

Scissors

1. Copy one lizard body for each child on construction paper.
2. Draw designs on the body with the markers or crayons.
3. Cut a piece of bubble wrap approximately the size of the body.
4. Spread glue over the body. With the smooth side down, place the bubble wrap on the body. Staple a few places along the edge to hold the bubble wrap in place while it dries.
5. Trim the bubble wrap to fit the lizard body exactly.
6. Glue the buttons or wiggle eyes in place.¹⁸



¹⁸Adapted from an idea in Crafts for Kids Who are Wild about Reptiles by Kathy Ross Brookfield, Connecticut, Millbrook Press Inc., 1998.

"Read Arizona" Painted Rocks

Preschool craft to accompany

Quail Song

by Valerie Carey

Materials

One smooth river rock about the size of an egg for each child

Acrylic or Poster paints prepared in styrofoam egg cartons. (Do not put more than 1/4" of paint in an egg section)

Small paintbrushes

White glue

Feathers

Seeds or beans of various kinds

Kitchen sized garbage bags or other painting "aprons"

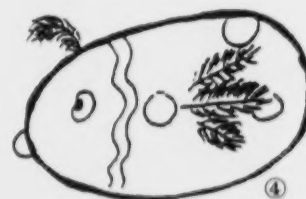
Lots of newspaper

Water

With adequate preparation, this project need not be messy. Cover the craft area with newspaper. Wash any dirt from the rocks beforehand and make sure they are dry before giving them to the children.

In *Quail Song*, Quail outwits the coyote by painting a rock to look just like her. Children can make their own "Quail rocks"

1. Show the children how to use the paints and brushes to paint their rock.
2. Let the children paint their rocks as they wish with the poster paints.
3. Set the rocks in the sun to dry while you read another story.
4. When the rocks are dry, decorate them with feathers and/or beans glued on to look like a quail.¹⁹



¹⁹Note: you can use the same materials and methods to make "petroglyphs". Draw simple outlines of animals or people and paint with acrylic paints or use permanent markers to make authentic looking artifacts.

"Read Arizona" Block Prints

Craft project appropriate for any age.

With adequate preparation, this project need not be messy. Cover the craft area with newspaper. Use disposable crafts aprons. Have small dish pans half-full of soapy water and paper towels available.

Children over 8 can do all the copying, cutting and gluing themselves. If working with preschoolers, you will need to assemble the blocks and allow them to dry and to prepare the "paint pads" in advance.

Materials

Flat, clean styrofoam meat trays — 1 for each block

Small pieces of scrap lumber about 4" x 4" for each block

Sharp pencil

Ball-point pen which will mark on styrofoam

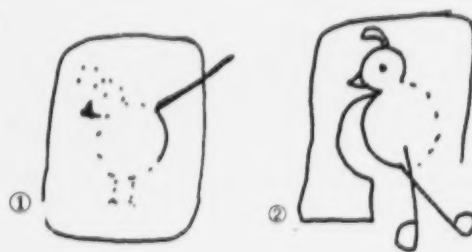
Craft glue such as "Tacky"

Newsprint or watercolor paper

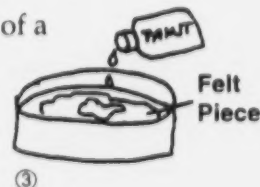
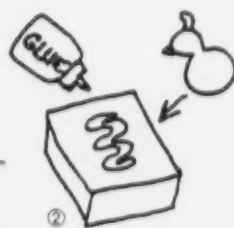
Paint (poster paint for paper, acrylic paint if doing tee-shirts)

Paint pads*

(Optional) Cotton tee-shirts that have been laundered — no fabric softener.



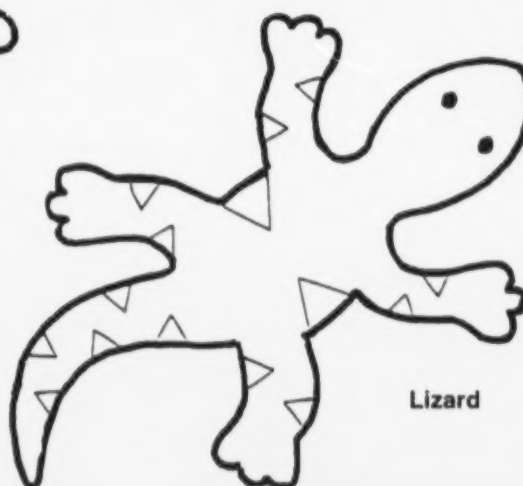
1. Copy the pattern on the back of a styrofoam meat try by placing the pattern on top of the meat try and gently tracing the pattern with a pencil, pressing hard enough to make a line on the styrofoam. Go over the lines with the ball point pen. The lighter lines on the patterns are not cut, they are simply incised in the styrofoam with the pencil or pen.
2. Cut the styrofoam shape from the tray and use the craft glue to glue it to a wood block. Set aside to allow the glue to dry.
3. Prepare the paint pad by cutting a piece of felt to fit the bottom of a low-sided plastic dish. (Dish needs to be large enough for wood block to fit). Pour just enough paint on the felt piece to dampen it slightly, allow the paint to soak in.



*I used the plastic dishes from a hamburger press for my paint pads. They are about 4" in diameter, 1/2" deep and are flat on the bottom.



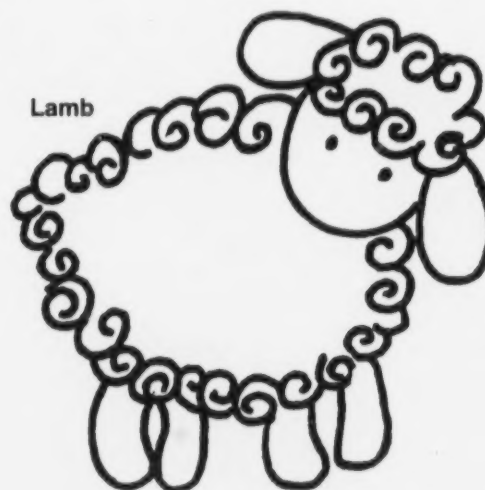
Quail



Lizard

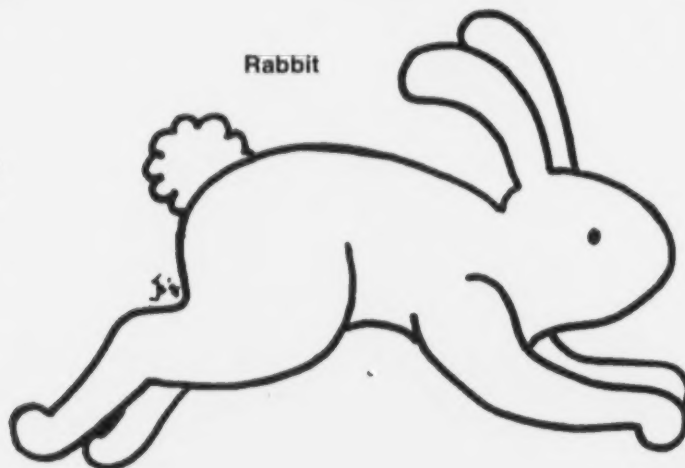


Coyote



Lamb

Rabbit



"Read Arizona"
Block Prints

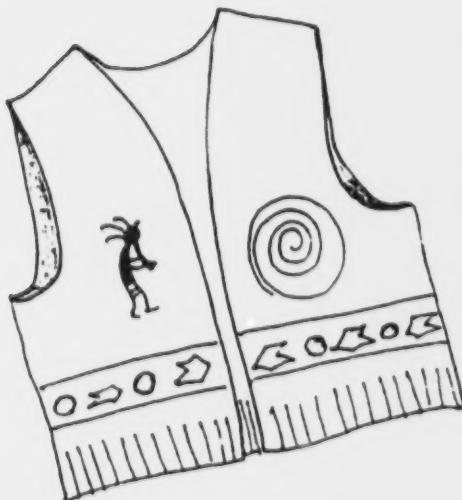
SOUTHWESTERN VEST Craft Activity

Materials: Paper bag
Vest pattern
Clear tape
Scissors
Pencil
Markers/Crayons

Directions:

Before the children come, cut paper bags so they are long and flat and trace vest pattern onto the paper bags.

Have children cut out vest pattern and fringes on bottom. Have them fold the sides over to make the front of the vest and tape the side tops of the vest to the back piece. Let them decorate their vests with markers or crayons. You may want to have some Southwestern design stencils for them to use.



South Western Vest Pattern



Make pattern on paper bag
that has been opened up to lie
long and flat.



DESERT TORTOISE Craft Activity

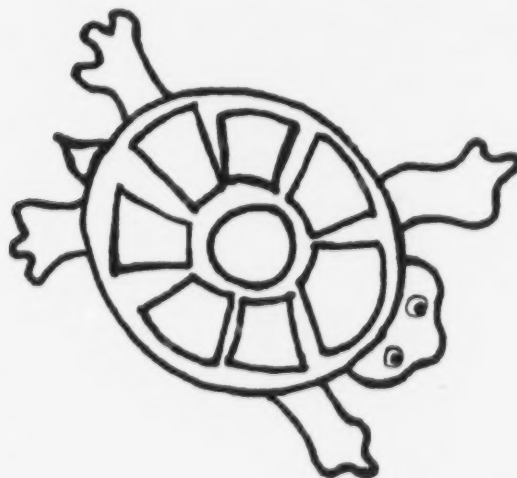
Materials:

Four pieces of construction paper (three different colors)
Glue
Masking tape
Scissors
Stapler
Two large popsicle sticks

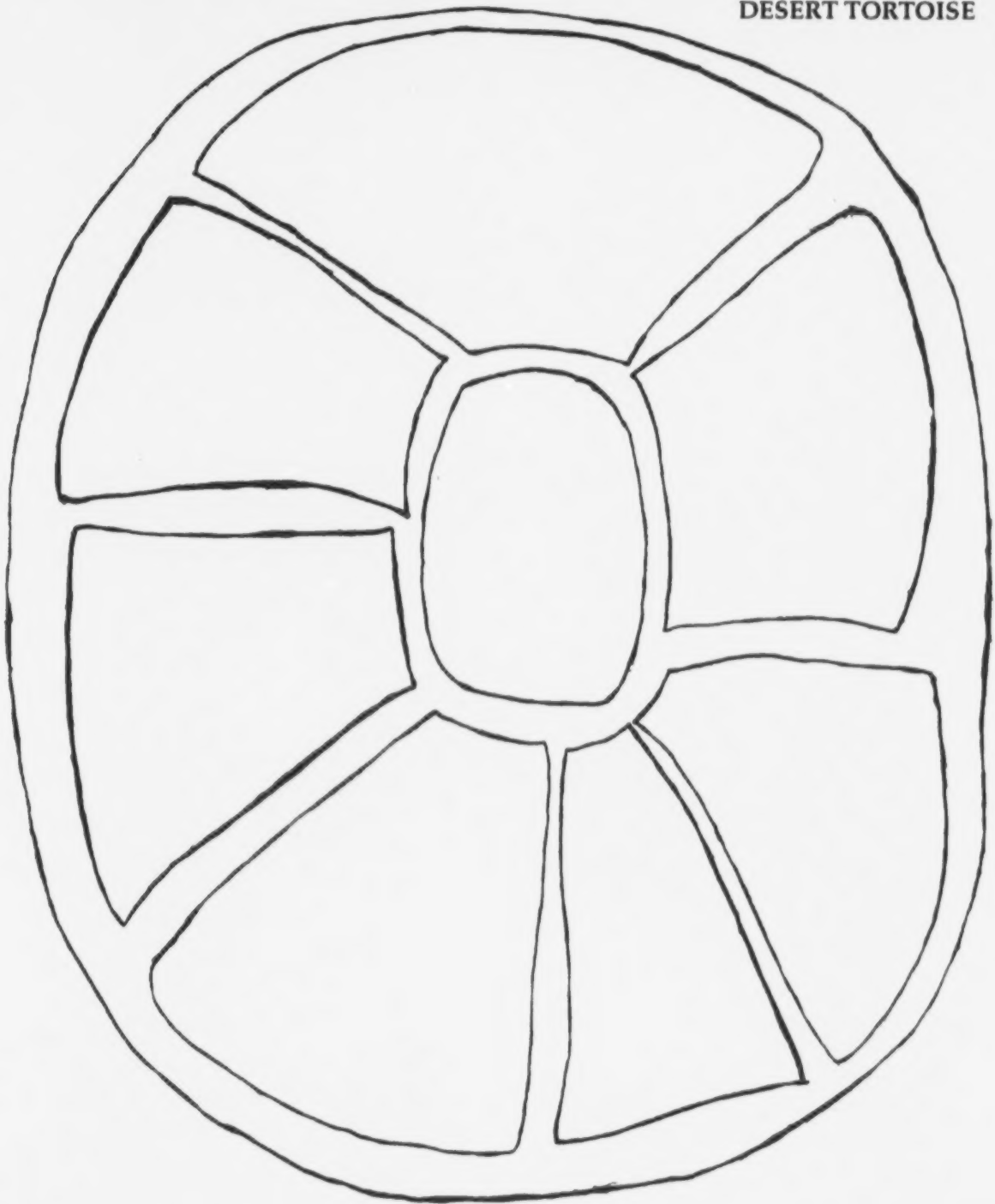
Directions:

Before the children come, draw pattern pieces on construction paper and mark where slits need to be cut out on bottom shell. You may want to cut these slits.

Have children cut out patterns and tape popsicle sticks on head pattern and tail pattern. Have them glue pattern pieces on top shell for design, and glue on eyes. Have them cut marked slits in bottom shell if not already done. Have them put popsicle sticks through bottom shell. Finish assembling tortoise by putting top shell on and stapling sides of top and bottom shells together. Have them move the tortoise head and tail section in and out of its shell by pulling and pushing the popsicle sticks.

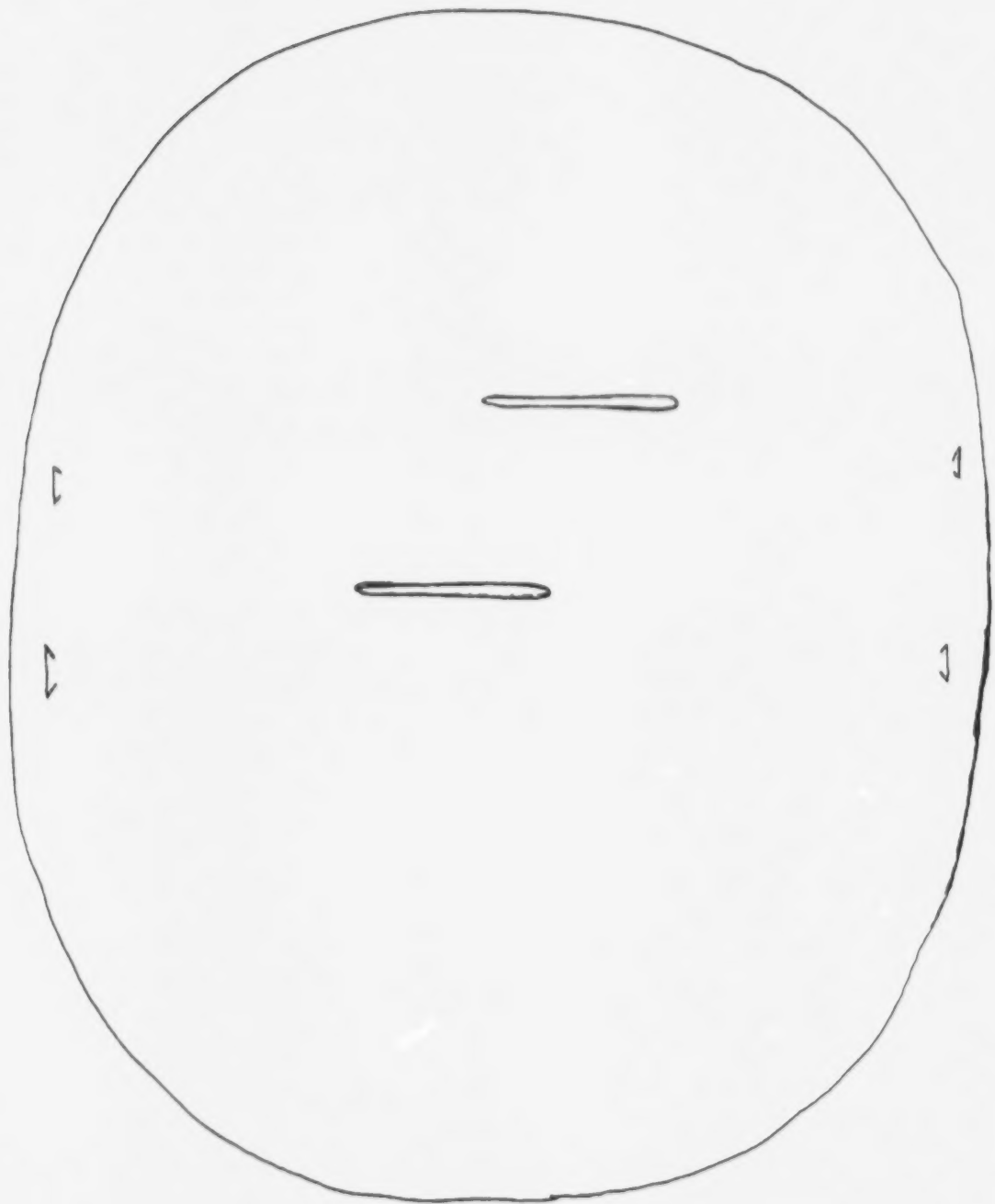


DESERT TORTOISE

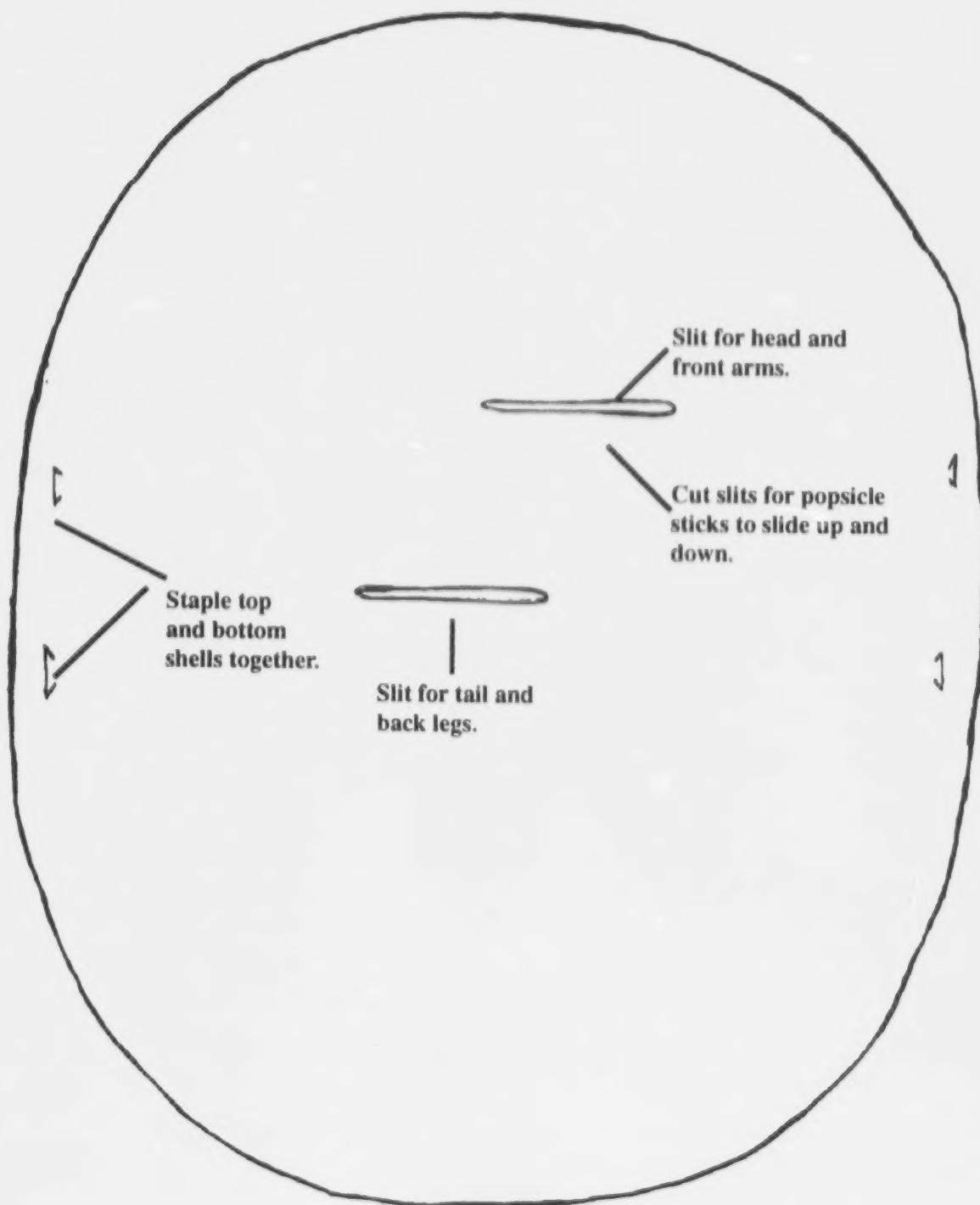
**Pattern for Shell (Top)**

Cut out of 3 pieces of construction paper and use at least 2 different colors so pattern on top shell is same color as bottom shell.

DESERT TORTOISE



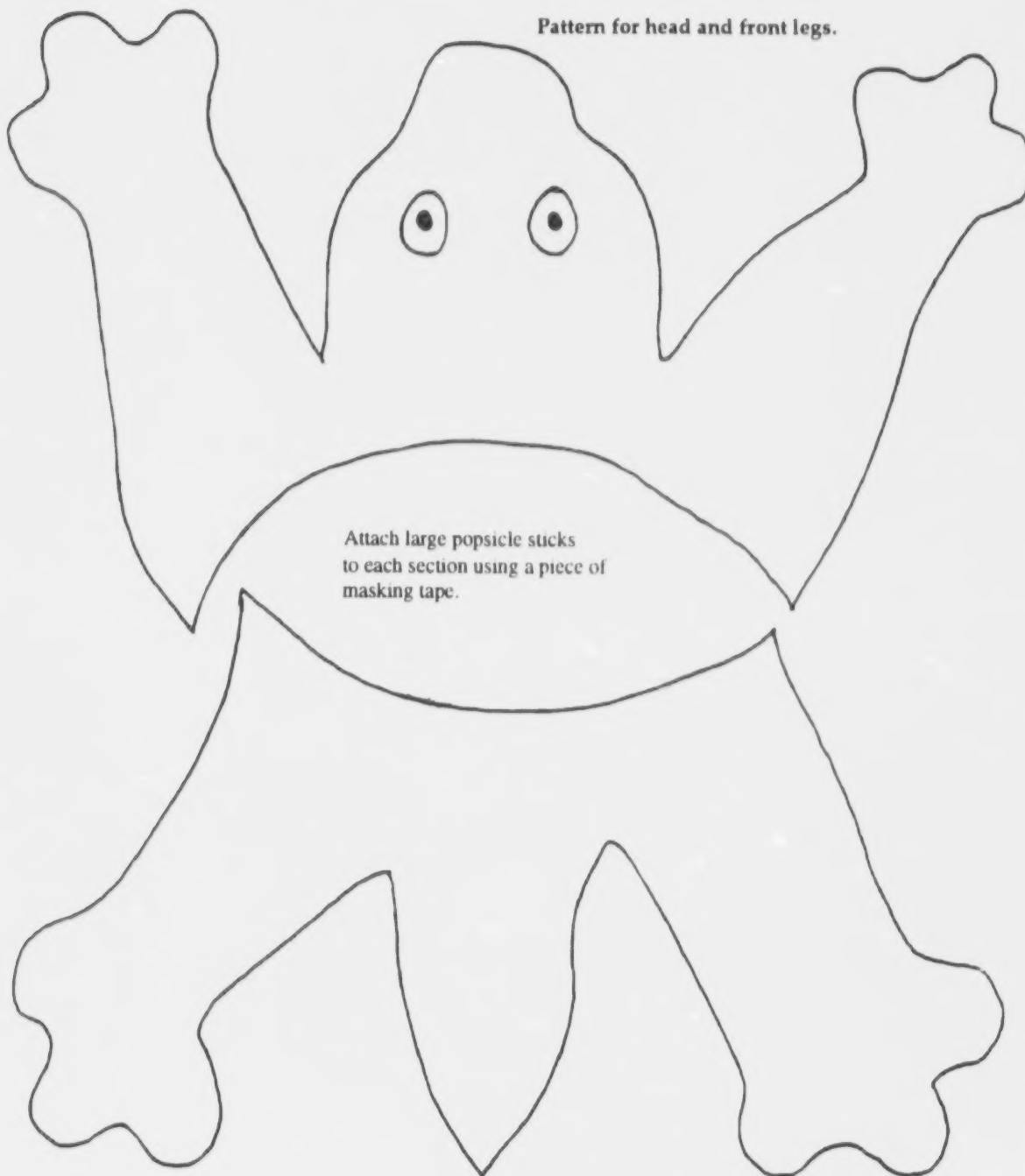
DESERT TORTOISE



Bottom shell
Pattern on next page

DESERT TORTOISE

Pattern for head and front legs.



Pattern for back legs and tail.

**Wild and Woolly!
Arizona Plants and Animals
Preschool - Grade 1**

Books

The following books are recommended:

Aardema, Verna. *Borreguita and the Coyote: A Tale from Ayutla, Mexico.*
A little lamb uses her clever wiles to keep a coyote from eating her up.

Albert, Richard E. *Alejandro's Gift.*
Lonely in his house beside a road in the desert, Alejandro builds an oasis to attract the many animals around him.

Arnold, Caroline. *A Walk in the Desert.*
Describes some of the plants and animals that live in the desert.

Ata, Te. *Baby Rattlesnake.*
Willful Baby Rattlesnake throws tantrums to get his rattle before he's ready, but he misuses it and learns a lesson.

Baylor, Byrd. *The Desert is Theirs.*
Simple text and illustrations describe the characteristics of the desert and its plant, animal and human life.

Cole, Judith. *Another Tortoise and a Different Hare.*
In the Southwestern desert, a rerun of the famous race by the grandchildren of the original competitors takes a new turn when they must join forces to outwit a hungry coyote.

Darling, Kathy. *Desert Babies.*
Photographs and brief text describe a variety of baby animals, some of whom are endangered, who make their homes in the desert.

Dunphy, Madeline. *Here is the Southwestern Desert.*
Meet the animals and plants found in the Sonoran Desert.

Gibbons, Gail. *Deserts.*
An introduction to the characteristics of deserts and the plants and animals that inhabit them.

Guiberson, Brenda. Z. *Cactus Hotel.*
Describes the life cycle of the giant saguaro cactus, with an emphasis on its role as a home for other desert dwellers.

Hayes, Joe. *Soft Child: How Rattlesnake Got Its Fangs.*
When his warning rattle fails to protect Soft Child from the other desert creatures, the Sky God equips him with a powerful way to defend himself.

Irbinskas, Heather. *How Jackrabbit Got His Fiery Long Ears.*

Because he doesn't listen carefully to what the Great Spirit tells him about each of the animals he is supposed to lead to their desert homes, Jackrabbit causes much unhappiness with his careless answers to the animals' questions.

Jernigan, Gisela. *One Green Mesquite Tree.*

Introduces the numbers one through twenty in rhymed text and illustrations describing various plants and animals of the desert.

Jernigan, Gisela. *Sonoran Seasons: A Year in the Desert.*

Introduces twelve food-related plants of the Sonoran Desert.

Johnson, Paul Brett. *Lost.*

Because he never gives up hope that his beagle, lost in the desert, will be found, the young master keeps something special in his pocket for his dog.

Johnston, Tony. *The Iguana Brothers: A Tale of Two Lizards.*

Dom and Tom, the Iguana brothers, eat flowers and pretend to be dinosaurs.

Knowlton, Laurie Lazzaro. *Why Cowboys Sleep With Their Boots On.*

A hardworking cowboy who wears his clothes to bed sleeps so soundly that he isn't aware how during each night, he is losing an item of clothing.

Levy, Elizabeth. *Cleo and the Coyote.*

A city dog named Cleo and a coyote named Tricky have an adventure together in the desert and discover how much they have in common.

Loomis, Christine. *Cowboy Bunnies.*

Little bunnies spend their day pretending to be cowboys: riding their ponies, mending fences, counting cows, eating chow, and singing cowboy tunes until it is time for bed.

Lowell, Susan. *The Three Little Javelinas.*

A southwestern adaptation of "The Three Little Pigs."

Lowell, Susan. *The Tortoise and the Jackrabbit.*

Many of the animals that live in the southwestern desert witness the race between slow but steady Tortoise and the quick, overconfident Jackrabbit.

Lund, Jillian. *Way Out West Lives a Coyote Named Frank.*

Frank the coyote enjoys investigating other animals and spending time with his friends.

Mora, Pat. *The Desert is my Mother = El Desierto es mi Madre.*

A bilingual poetic description of the desert as the provider of comfort, food, spirit, and life.

Mora, Pat. *Listen to the Desert = Oye al Desierto.*

A bilingual poem which describes some of the sounds of nature in a desert.

Nunes, Susan. *Coyote Dreams.*

At night coyotes come quietly to the garden wall, bringing with them their desert world of sand, sagebrush, lizards, and rocks.

Pallota, Jerry. *The Desert Alphabet Book*.

Introduces the reader to animals that live in deserts around the world.

Reese, Bob. *Calico Jack and the Desert Critters*.

Calico Jack tells two lost children about the time Scary Larry got lost playing hide and seek with the desert critters.

Reese, Bob. *Rapid Robert Roadrunner*.

Rapid Robert explains why he loves to run through the desert.

Steiner, Barbara A. *Desert Trip*.

Relates the experiences of a young girl and her mother as they backpack in the desert where the child learns about the plants, animals, birds, and rock formations.

Wright-Frierson, Virginia. *A Desert Scrapbook: Dawn to Dusk in the Sonoran Desert*.

The author/artist describes many of the animals and plants and their surroundings that she has sketched in the Sonoran Desert.

Yolen, Jane. *Welcome to the Sea of Sand*.

Text and pictures describe the plants and animals of the Sonoran Desert.

Bibliography

- Aardema, Verna. *Borreguita and the Coyote: A Tale from Ayatla, Mexico*. New York: Knopf, 1991. ISBN 0679909214 \$17.99
- Albert, Richard E. *Alejandro's Gift*. San Francisco: Chronicle, 1994. ISBN 0811804364 \$14.95
- Arnold, Caroline. *A Walk in the Desert*. Parsippany, NJ: Silver Burdett, 1990. ISBN 067168664X \$6.95
- Ata, Te. *Baby Rattlesnake*. San Francisco: Children's Book Press, 1989. ISBN 089239143X \$12.00
- Baylor, Byrd. *The Desert is Theirs*. New York: Simon & Schuster, 1987. ISBN 068414266X \$15.00
- Colem Judith. *Another Tortoise and a Different Hare*. Tucson: Treasure Chest, 1993. o.p.
- Darling, Kathy. *Desert Babies*. New York: Walker, 1997. ISBN 0802784801 \$16.85
- Dunphy, Madeline. *Here is the Southwestern Desert*. New York: Hyperion, 1995. o.p.
- Gibbons, Gail. *Deserts*. New York: Holiday House, 1996. ISBN 0823412768 \$15.95
- Guiberson, Brenda Z. *Cactus Hotel*. New York: Henry Holt, 1995. ISBN 0805013334 \$15.95
- Hayes, Joe. *Soft Child: How Rattlesnake Got Its Fangs*. Niwot, CO: Roberts Reinhart, 1993. ISBN 0943173892 \$8.95
- Irbinskas, Heather. *How Jackrabbit Got His Very Long Ears*. Flagstaff: Northland, 1994. ISBN 0873585666 \$14.95
- Jernigan, Gisela. *One Green Mesquite Tree*. Niwot, CO: Roberts Rinehart, 1990. ISBN 0943173353 \$12.95
- Jernigan, Gisela. *Sonoran Seasons: A Year in the Desert*. Tucson: Harbinger House, 1994. ISBN 0943173914 \$10.95
- Johnson, Paul Brett. *Lost*. New York: Orchard, 1996. ISBN 0531088510 \$16.99
- Johnston, Tony. *The Iguana Brothers: A Tale of Two Lizards*. New York: Blue Sky, 1995. ISBN 0590474685 \$14.95
- Knowlton, Laurie Lazzaro. *Why Cowboys Sleep with Their Boots On*. Gretna: Pelican, 1995. ISBN 1565540948 \$14.95
- Levy, Elizabeth. *Cleo and the Coyote*. New York: Harper Collins, 1996. ISBN 0060242728 \$14.89
- Loomis, Christine. *Cowboy Bunnies*. New York: Putnam, 1997. ISBN 0399226257 \$15.95
- Lowell, Susan. *The Three Little Javelinas*. Flagstaff: Northland, 1992. ISBN 0873585429 \$15.95
- Lowell, Susan. *The Tortoise and the Jackrabbit*. Flagstaff: Northland, 1994. ISBN 0873585860 \$14.95

Lund, Jillian. *Way Out West Lives a Coyote Named Frank*. New York: Dutton, 1993. ISBN 0525449825 \$15.99

Mora, Pat. *The Desert is My Mother = El Desierto es Mi Madre*. Houston, TX: Arte Publico, 1994. ISBN 1558851216 \$14.95

Mora, Pat. *Listen to the Desert = Que Dice el Desierto?* New York: Houghton Mifflin, 1994. ISBN 0395672929 \$16.00

Nunes, Susan. *Coyote Dreams*. New York: Atheneum, 1988. o.p.

Pallota, Jerry. *The Desert Alphabet Book*. Watertown, MA: Charlesbridge, 1994. ISBN 0881064734 \$15.95

Reese, Bob. *Calico Jack and the Desert Critters*. Chicago: Childrens Press, 1983. o.p.

Reese, Bob. *Rapid Robert Roadrunner*. Chicago: Childrens Press, 1981. ISBN 0516423053 \$2.95

Steiner, Barbara A. *Desert Trip*. San Francisco: Sierra Club, 1996. ISBN 0871565811 \$16.95

Wright-Frierson, Virginia. *A Desert Scrapbook: Dawn to Dusk in the Sonoran Desert*. New York: Simon & Schuster, 1996. ISBN 0689806787 \$16.00

Yolen, Jane. *Welcome to the Sea of Sand*. New York: Putnam, 1996. ISBN 0399227652 \$15.95.

**"Read Arizona"
Preschool Bibliography**

Please note that some of these books may be too
long to use as-is in a preschool story session.
All are appropriate for children ages 5 and older

Aardema, Verna, **Borreguita and the Coyote**

New York, Alfred A. Knopf, Inc. 1991.

ISBN 0679909214

A clever lamb uses her wiles to keep a coyote from eating her.

Ata, Te, **Baby Rattlesnake**

San Francisco, Children's Book Press, Distributed by Tamen Co, 1989

ISBN 0892390492

Willful baby Rattlesnake throws tantrums to get his rattle before he's ready, but he misuses it and learns a lesson.

Baylor, Byrd, **Desert Voices**

New York, Charles Scribner's Sons, 1981

ISBN 0684167123

In prose that reads like poetry, desert inhabitants describe the beauty of their home.

Carey, Valerie Sho, **Quail Song: a Pueblo Indian Tale**

New York, Putnam 1990.

ISBN 0399219366.

Retelling of a traditional Pueblo Indian Tale in which Quail outwits a persistent Coyote.

Clark, Ann Nolan, **Who wants to be a Prairie Dog?: A Navajo Fairy Tale**

Flagstaff, The Salina Bookshelf, 1994

ISBN 0964418908.

My-Little-Boy does not want to hurry and hates to work. His family warns him that he might turn into a prairie dog if he does not move faster, but he doesn't believe them until he falls down a prairie dog hole and meets Grandfather-Prairie Dog.

This book is printed in both English and Navajo. It could easily be adapted to a flannel board story for young children or could be read as-is for older children.

Gerrard, Roy, **Rosie and the Rustlers**

A Sunburst Book, Farrar, Straus and Giroux, 1989.

ISBN 0374463395

While Rosie and her wranglers are off visiting their friends, the Cherokee, Greasy Ben and his gang try to steal Rosie's cattle, but Utah Dan comes up with a plan to capture them. This story in rhyme with doll-like characters will appeal to both children and adults.

Grossman, Virginia, **Ten Little Rabbits**

San Francisco, Chronicle books, 1991

ISBN 087701552X

A counting rhyme with illustrations of rabbits in Native American costume, depicting traditional customs such as rain dances, hunting and smoke signals. Includes a glossary with additional information on the customs.

Harris, Marian, Tuesday in Arizona

Gretna, La: Pelican Publishing Co., 1998.

ISBN 1565542339

Story of a crusty miner who is having a "bad day". He is plagued by a stubborn mule, heat, hunger, thieves and an noticeable lack of gold. A good read-aloud if you can drawl like a crusty miner.

Jernigan, Gisela, One Green Mesquite Tree

Tucson, Harbinger House, Inc. 1988

ISBN 0943173019

A counting book using typical Arizona flora and fauna.

Johnson, Tony, The Cowboy and the Black-eyed Pea

New York, Putnam's, 1992.

ISBN 0399223304

In this adaptation of the "Princess and the Pea", the daughter of a wealthy rancher devises a plan to find a real cowboy.

Lowell, Susan, Little Red Cowboy Hat

New York, Holt, 1997

ISBN 0805035087

Southwestern version of "Little Red Riding Hood" in which Little Red rides her pony to Grandma's ranch with a jar of cactus jelly in the saddlebags.

Lowell, Susan, The Tortoise and the Jackrabbit

Flagstaff, Northland Publishing, 1994.

ISBN 0873585860

Many of the animals that live in the southwestern desert witness the race between slow but steady tortoise and the quick, overconfident Jackrabbit.

Lowell, Susan, The Three Little Javelinas

Flagstaff, Northland Publishing, 1992

ISBN 0873585429

Southwestern adaptation of "The Three Little Pigs" with a coyote playing the villain.

Paterson, Diane, Hey Cowboy!

New York, Alfred A. Knopf, Inc., 1983.

ISBN 039495341

Two children take turns going for a horseback ride on their Grandfathers back, playing cowboys and Indians.

Pearce, Q. L. Nature's Footprints in the Desert

Englewood Cliffs NJ, 1990.

ISBN 0674688251

Briefly describes the behavior of such desert animals as tortoise, prairie dog, Gila monster and coyote.

Rice, James, Cowboy Alphabet For Grown Ups and Young'uns Too.

Gretna, La: Pelican Publishing Co., 1990

ISBN 0882897268

Various aspects of western ranch life introduce the letters of the alphabet.

Sharmat, Marjorie Weinman, Gila Monsters Meet You At the Airport.

New York, MacMillan Publishing Co., 1980

ISBN 0027824500

A New York City boy's preconceived ideas of life in the West make him very apprehensive about the family's move there. Sharmat has a fine sense of the ridiculous. This book could open all sorts of discussion about real and television life in the West, moving, etc.

Stevens, Janet, Coyote Steals the Blanket: a Ute Tale

New York, Holiday House, 1993.

ISBN 0823609961.

Coyote receives his comeuppance when he tries to take something that does not belong to him.

Arizona Pony Express Pen-Pal Program Instructions

Choose a color of paper and copy all applications from your library in that color if possible. This will make the matching process easier.

Please be sure your library name and address appears on all the applications you submit.

Send completed, legible applications to Mesa Public Library, 64 E. First Street, Mesa, AZ 85201. Attention Shari Brown

Mesa Public Library will match and send lists to participating libraries. These libraries will notify their patron/participant of their pen-pal's name and address.

The program is limited to ages 8 to 12 or grades 3 to 6.

The program begins June 1st. We cannot accept any applications after July 25th.

Please keep pen-pal forms behind your service desk so that they are not accessible to everyone. You will then have the opportunity to see and talk to whomever is requesting the application. There have been past abuses where adults have obtained a child's name and address with criminal intent.

Arizona Pony Express Pen-Pal Program

Dear

Recently you requested an Arizona Pony Express pen-pal through the library. We have matched you up with

We hope that you can begin writing very soon. Your pen-pal will be waiting to hear from you!

Happy Writing!



Arizona Pony Express Pen-Pal Program

Help celebrate "Read Arizona", the 25th anniversary of Arizona's Summer Reading program. Get to know your Arizona neighbors with a pen-pal from Ajo to Yuma! Please be patient, it may take a couple weeks to find the perfect pen-pal for you. This program is limited to grades 3-6 or ages 8-12. Sorry, we cannot guarantee a response from your pen-pal. Print neatly. Fill out completely and return to your library. Be sure your name and address are legible.

Date _____ I am a: Boy _____ Girl _____

Name _____ Age _____ Grade _____

Street Address _____

City _____ State **Arizona** Zip Code _____

Favorite Summer Pastimes: _____

Favonte Arizona Destination and why: _____

Favonte Arizona Animal and why: _____

Do you have any pets? Yes _____ No _____ If so, how many and what kind(s)?: _____

Books I like: _____

Do you have brothers and/or sisters? Yes _____ No _____
How many? Brothers _____ Sisters _____

Two interesting facts about yourself: 1) _____
2) _____

Do you want more than one pen-pal? Yes _____ No _____

Parent's Signature _____

Your library's name and address: _____



WALKING TRIP THROUGH ARIZONA

Wall & Display Ideas

Using wall space along major traffic areas or along the walls of one room, mount maps of Arizona. You may want to use enlarged area maps, such as, Northwest corner of the state, Lake Havasu area, etc. Post pictures of the area historical through current. An excellent source of older and current pictures are in *Arizona Highways*. Some maps and pictures may be available from travel agencies or Chambers of Commerce offices.

In addition to, or instead of, local area pictures, other topics may be used: animals, Indians, foods, historic events, monuments, ruins, rodeo, Ceremonial Dances, art exhibits, musical events or other special events occurring in each area.

Shadow pictures of animals in each area could be mounted near area maps to encourage guessing games.

Paper dolls dressed in costumes of Indians, Kachinas, cowboys/cowgirls, or other people - historical or current.

Between the maps or areas of the maps representing our state, pictures could be used of different themes like past and current travel means, i.e. old covered wagons, burros, horses, buggies, etc., and airplanes, cars, buses, trains, etc.

Locating films, videos, and newspaper articles may be useful for finding current stories that can be added to wall displays.

Wall displays could include: recreational activities, arts & humanities, Forest Service information, and facts relating to Territorial days, government and economy, Arizona authors & illustrators (publishers and their books, i.e. Northland Press, etc.), ball teams, chess teams, local heroes (esp. if you have a child in your area that has been recognized for something and you can post a newspaper article, story they wrote or whatever with their picture), etc.

Other display ideas:

- Dioramas - three dimensional pictures in a box.

- Models made of clay, paper, paper mache (pinatas), wood, etc.

- Puppets & paper dolls.

- Model trains, covered wagons, old vehicle models, pottery, Indian artifacts, old tools &/or clothing, rock collections, antiques, etc.

Program ideas submitted by Jan Lafoon & Margaret Jesus, Payson Public Library

Crafts, Games, & Program Ideas

Sand painting - mix white cornmeal with different colors of tempura paint. Any of the coloring sheets can be used - rugs, pottery, etc., or kids can make their own designs by drawing with glue and sprinkling the colored cornmeal over the wet areas. Or if you can collect small clear jars, like used clean baby food jars, the kids can layer the colors of cornmeal like the painted desert.

Digging for minerals - in a large metal pan or trough (like you would use for bobbing for apple), fill about 1/3 full of sand. Sprinkle with different colored stones, copper pennies, or other items that can be used for pretending to mine. A good source for colored stone is the gravel used for fish tanks (we used turquoise gravel, copper pennies, & those round stones used for crafts & flower ornaments for precious stones.) Mix the "minerals" in the sand, and add more sand. Then you can have the kids "mine" either dry or wet depending on your facility. Kids love this activity.

Coloring Contest - Pick some of the coloring sheets, or just one, for the kids to color. We hang their artwork throughout the library during the program so they can share it with the community. Be sure to have them put their name and age on it. It helps you when it is time to judge, and then you can give it back to them after the program is over.

Guest Artists - Invite local artists of every kind - oil paint, water color, charcoal, air brush, pottery, bronze, sculpture, weaving, jewelry, doll making, leatherwork, authors/illustrators, etc. (anything you can think of and have access to). Invite them to bring their favorite work, ask some to speak and let the kids ask questions, or set them up in booths and let the kids tour like a museum. The goal is to expose the kids to things they might not otherwise get to see, to expand their thinking and encourage them to develop their own creativity by firing their imaginations.

Guest Speakers - draw from the old - timers in your area. They love to tell stories of when they were kids. Try folks from various cultures, time periods, & job backgrounds. This is a good way to involve the elderly which are a tremendous resource and usually free. Examples - An Indian Medicine Man/Woman, a Rodeo Clown, Train Engineer, a Sheepherder, a Miner, a Pioneer, Park Ranger, Archeologist, Teacher, etc. Don't forget your volunteers. Ask them what they might be able to share or if they know someone. The husband of one of our volunteers worked for the company that built the fuel lines for the Space Shuttle. He came to speak during the Reach for the Stars program. He also gives talks on Bonsai Trees. Another volunteer had a son who was friends with one of the astronauts just returning from the Mir Space Station. He sent the kids E-mail and computerized photos from space. You never know what can happen if you put the word out!

Silhouettes - A simple wood frame covered with a white sheet. Silhouettes of any subject. Use for guessing games & review of lessons. The kids love the interaction.

Fashion Show - Gather up costumes, hats, clothing, tools, and let the kids do the modeling. Turn it into a guessing game if you want. They'll get a kick out of it.

Food Tasting - each year we try to prepare foods that fit in with our theme for the kids to taste. Examples for this year - Prickly Pear Jelly, Indian Fry Bread (can be cut in small triangles), Tortilla Wraps, Sunflower Seeds, Beef Jerky, etc. Or our kids like to frost cookies - make shapes of bats, bears, cactus, etc. We buy frosting in bulk from the local supermarket bakery.

Make Butter - Take whip cream and put it in a jar. Put the kids in a circle and have each one take a turn shaking the jar until it turns into butter. This would be a good time to play music- Western, Indian Ceremonial, etc., or the Grand Canyon Suite, or night sounds from the forest, or rushing streams. Or have the kids sing a song - campfire, animal or something related to your theme for the day.

Arizona Flag Craft



Supplies needed

white printer paper

red, blue, yellow and orange construction paper

straws or dowel rods,

glue

scissors

Cut out orange stars, red and yellow rays, and a blue rectangle out of construction paper. Paste them on the white printer paper to look like the Arizona flag. Paste the "flag" onto a straw or dowel rod.

HOMEGROWN ADOBE BRICKS

Making The Most Of Mud...

MATERIALS:

Loam
Sand
Straw
Water
Ice cube trays

Originally, the Pueblo people constructed their dwelling walls out of adobe mud balls. The Spaniards taught them to make adobe bricks in wooden frames and to add straw to the mud.

1. Mix 2 cups of soil with water. Add sand and small pieces of straw until the mud is quite stiff.
2. Pour the mixture into the ice cube trays and allow to dry for 10 or more days in a warm place.
3. Test a brick for dryness by dropping it. If it breaks, it isn't completely dry. Wait a few more days and test again. In the hot, dry climate of the Southwest, bricks dry very quickly.
4. Try building something with the bricks, using more of the adobe mixture. Be sure to allow the structure to dry thoroughly before handling.²⁰



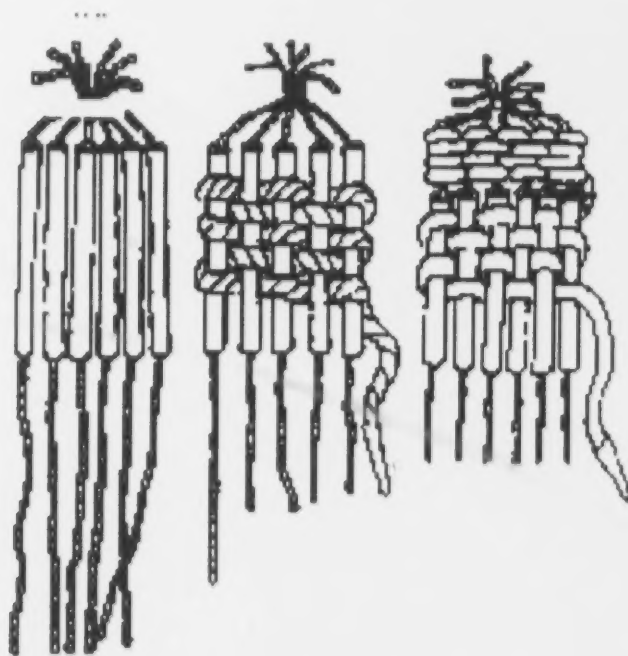
²⁰ Reprinted with permission. *Copycat Magazine*, PO Box 081546, Racine, WI 53408-1546

LOOM WEAVING

The Pueblos were the only Native Americans in North America to use a loom. They wove the cotton they grew and combined it with rabbit fur, dog hair, feathers and buffalo wool. The Navajos, who learned to weave from the Pueblos, became expert blanket and rug weavers, raising sheep for the wool they needed. Designs in Navajo weavings were memorized and passed on from mother to daughter.

The following simple method of weaving uses readily available materials and is a good introduction to weaving with yarn. Narrow or wide pieces, made by using varied numbers of drinking straws as a loom, may become colorful ties, belts or wall hangings.

1. Cut drinking straws in half and cut one piece of string for each straw. Strings should be equal in length and as long as the finished product will be.
2. Tie all the strings together in a knot. With the knotted end at the top, thread each string through a separate straw.
3. Push the straws up to the knotted end. Use yarn to weave over and under the straws.
4. To begin a new color of yarn, join and knot the new yarn to the previous color and continue weaving.
5. As the weaving progresses, push the woven section up and off of the straws, freeing the straws for more weaving.
6. When finished, remove the straws and weave the string ends into one another.²¹



²¹ Reprinted with permission. *Copycat Magazine*, PO Box 081546, Racine, WI 53408-1546

Desert Scene Shoebox Craft Acts

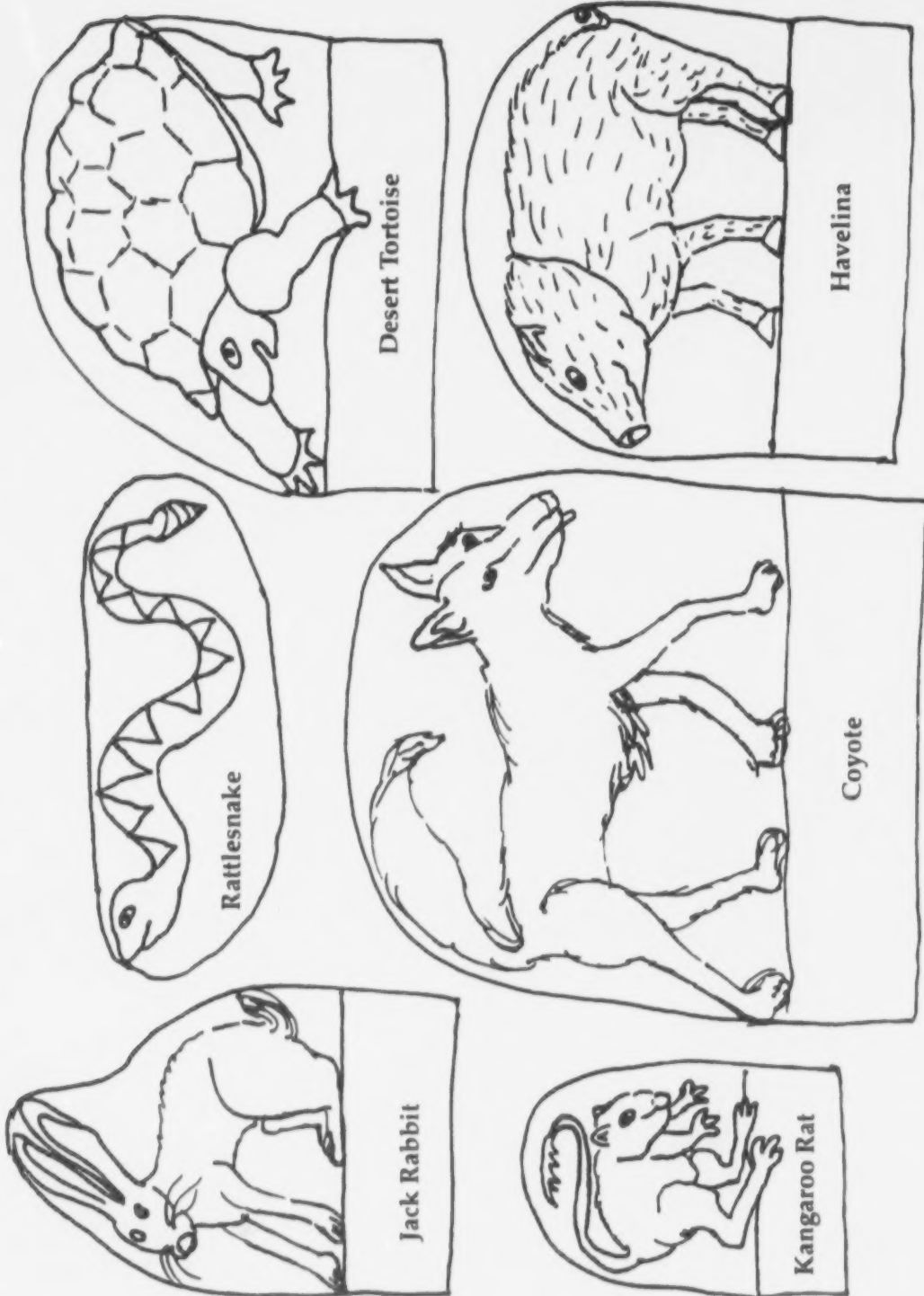
Materials:

Shoebox
Construction paper (different colors)
Glue
Scissors
Small rocks and sand or dirt
Cottonballs
Crayons or Markers
Desert scene background color sheet
Desert animals color sheet

Directions:

1. Before the children come have the construction paper cut to different sizes to fit the back, bottom, top, and sides of the shoeboxes.
2. Then let the children glue the pieces on to decorate the outside and inside of their box.
3. Have them color their background pictures (you may want to have these cut to fit a shoebox too). They can either cut out around objects and glue them on or glue the whole picture on.
4. Have them color the animals they would like and cut them out (including the name tabs to use to glue them on).
5. Let them further decorate their boxes anyway they'd like using cottonballs, dirt, rocks, and anything else you can think of.





DESERT ANIMALS

Anasazi Deer Craft Activity

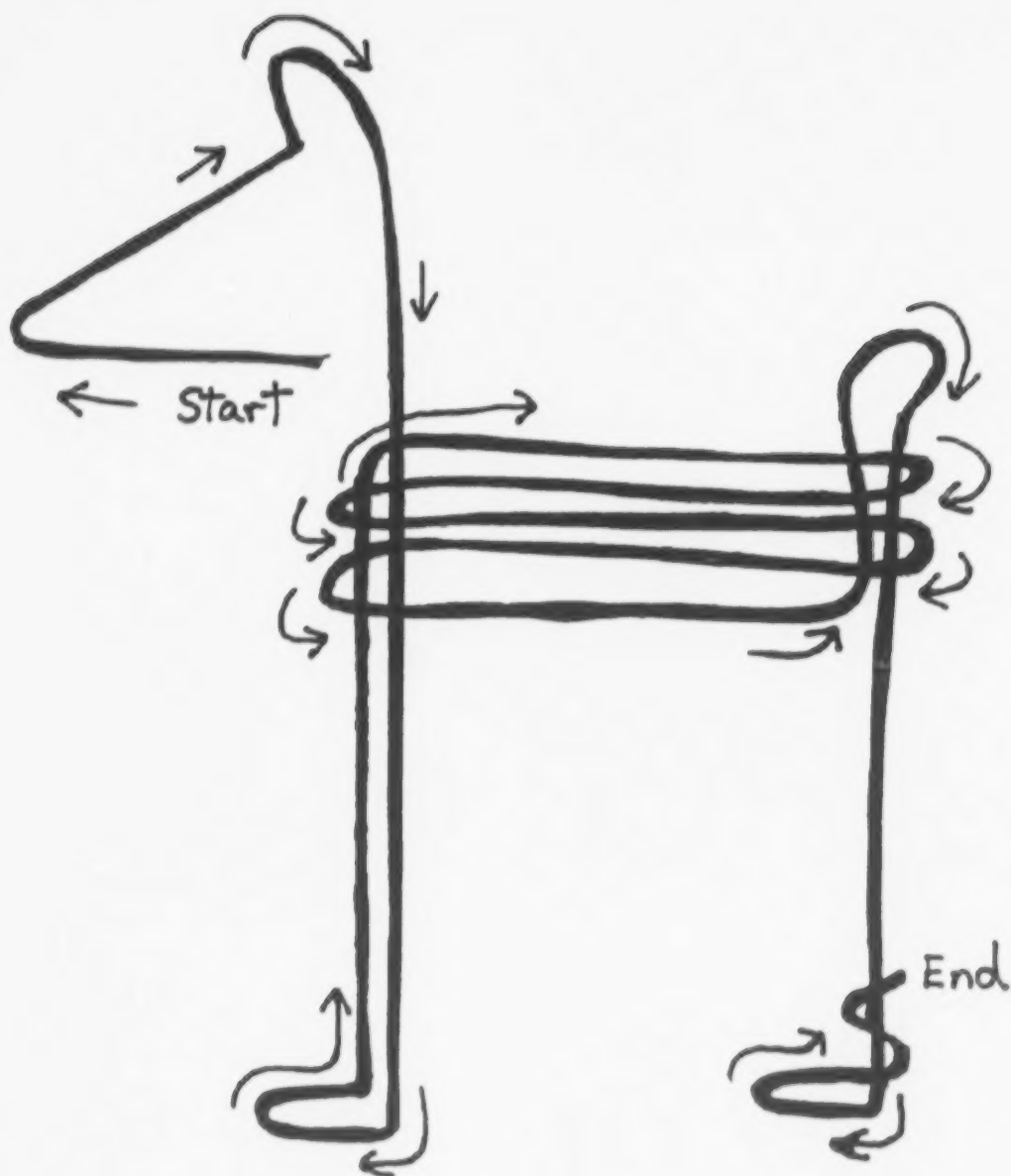
Materials:

Four pipe cleaners or one long pipe cleaner
Diagram picture of deer

Directions:

1. Before the children come have the four pipe cleaners wound together at the ends to make one long pipe cleaner.
2. Then give each child a long pipe cleaner and picture diagram of the deer.
3. Demonstrate how to make the deer.
4. Let them make their own.

ANASAZI DEER

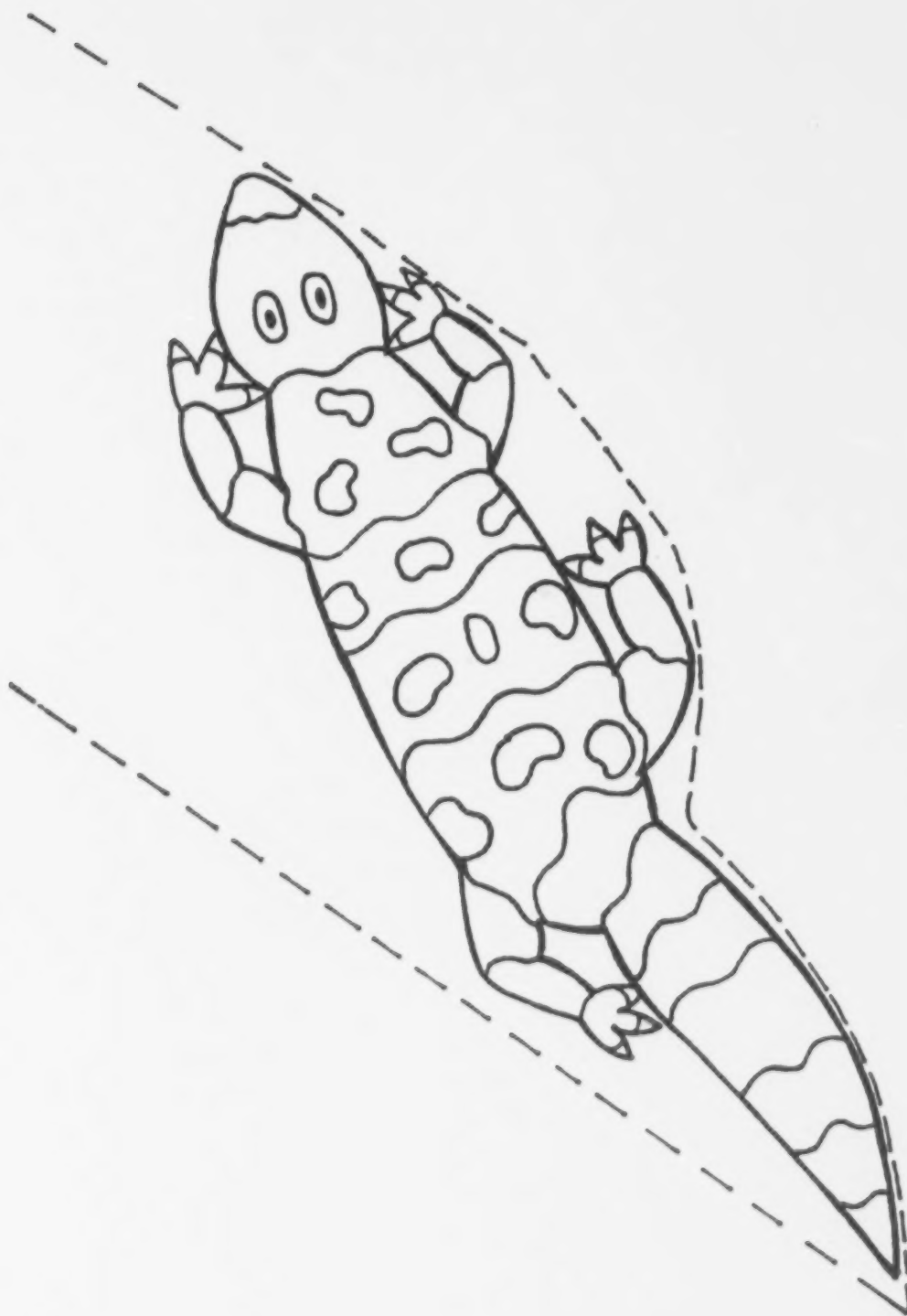


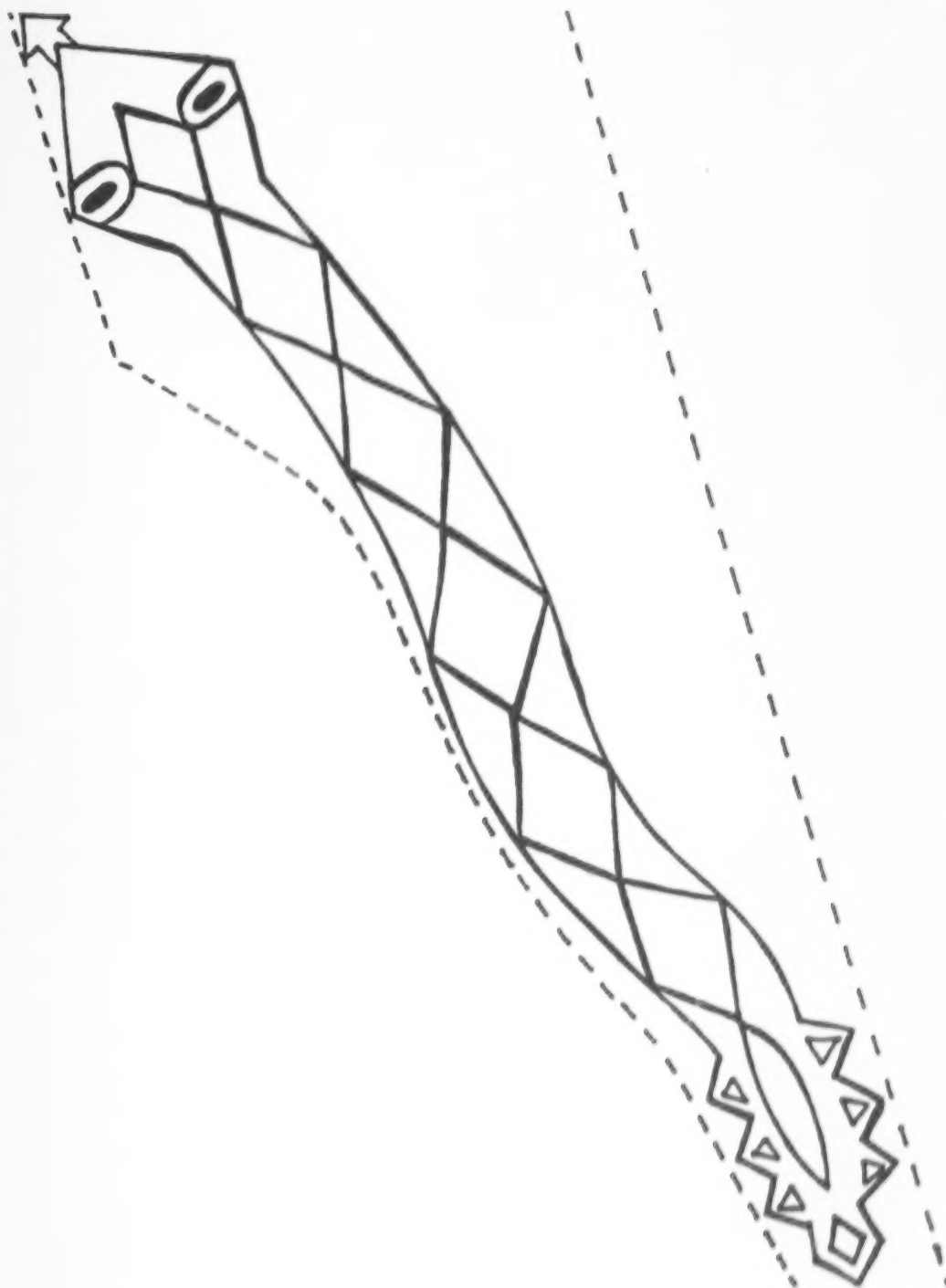
Rattlesnake and Gila Monster Armband**Craft Activity****Materials:**

Toilet paper rolls
Crayons or markers
Glue
Scissors
Rattlesnake and Gila Monster picture

Directions:

1. Before the children come, have copies of the rattlesnake and gila monster pictures ready to color.
2. Let the children color a picture of the rattlesnake or the gila monster.
3. Have them cut along the dotted outline of their picture.
4. Have them put glue on the back of their picture and wrap the picture around a toilet paper roll.
5. Have them cut out around the outline of the animal on the toilet paper roll
They can wear them as armbands!





Southwest Aluminum Foil Ornaments Craft Activity

Materials:

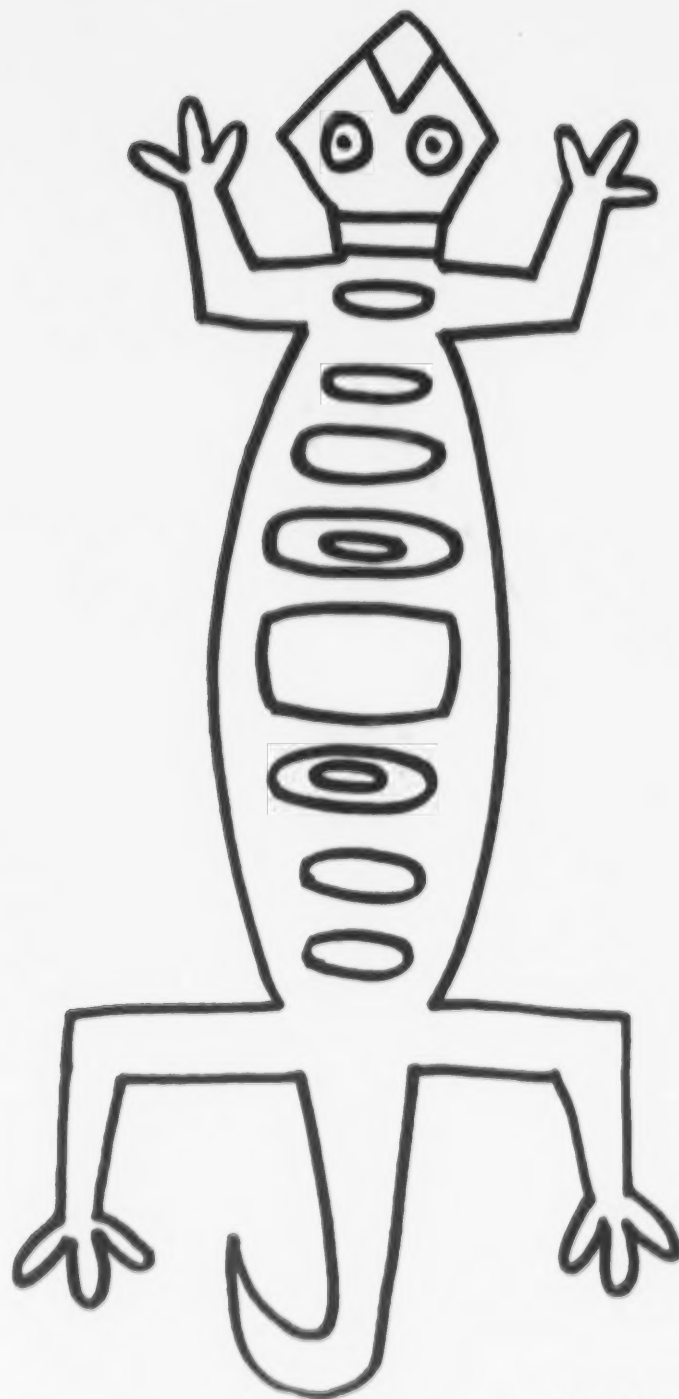
Poster board, tagboard, or an old file folder
Pencils
Glue
Scissors
Aluminum foil
Washable markers
Crayons
Paper towels
Hole puncher
String
Southwest Animal Designs

Directions:

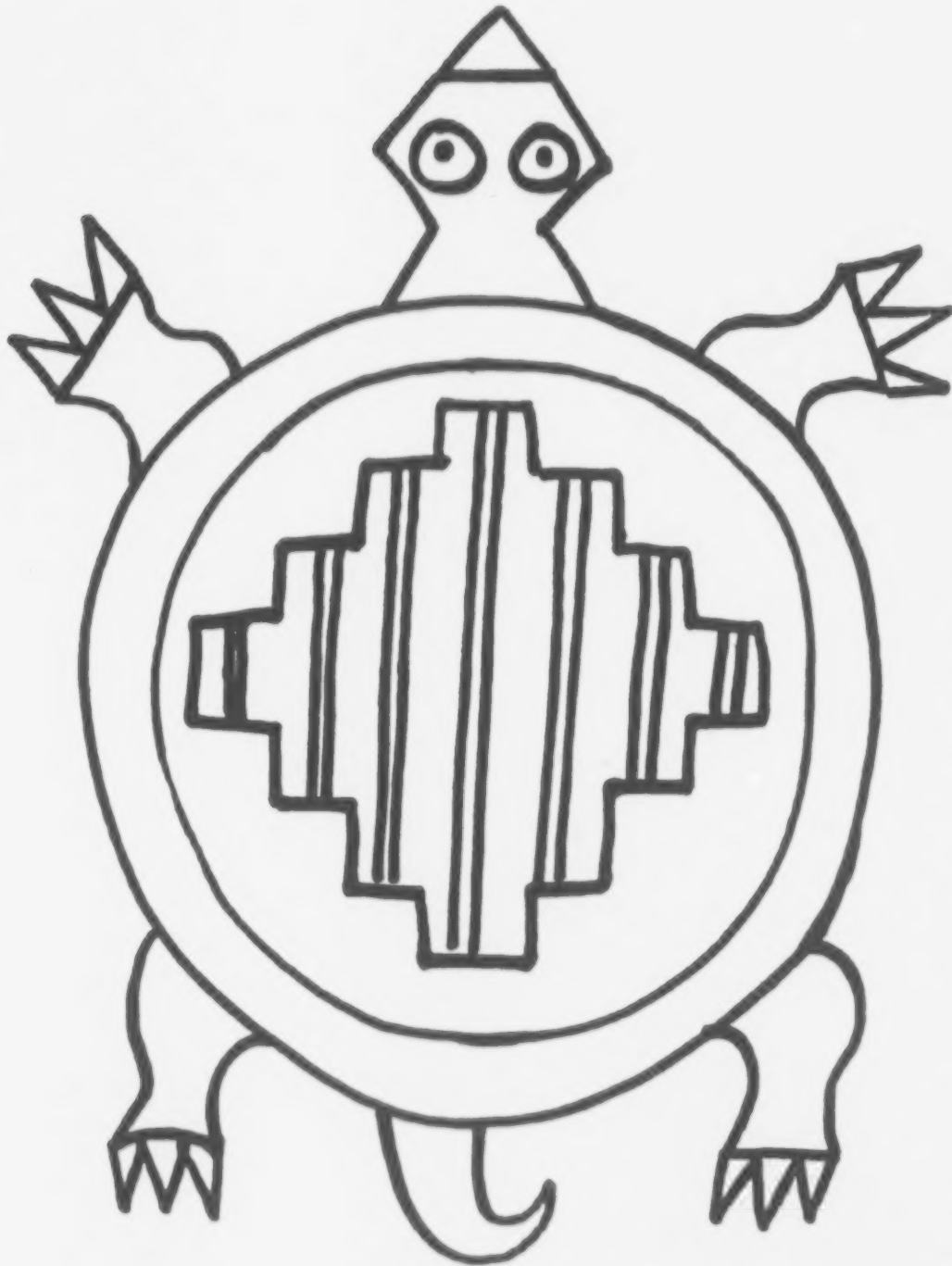
1. Before the children come, have the animal designs glued on the poster board and cut out. Also have a hole punched in the top for string to go through.
2. Have the aluminum foil cut to the approximate size of each animal.
3. Have the children pick an animal or animals.
4. Have them glue a piece of aluminum foil to the backside of the animal.
5. Then have them color the picture side of the animal with markers or crayons.
6. When they are done coloring have them trace around the outside of the animal with a pencil.
7. Now they can tear the excess foil off by pulling up on the foil going around the animal.
8. Have them turn the animal over to the foil side.
9. Using pencils they can draw designs on the foil.
10. Now they can color the foil with markers and rub each color in using a paper towel.
11. Have them put a piece of string through the hole and tie it and it is ready to hang up!



LIZARD



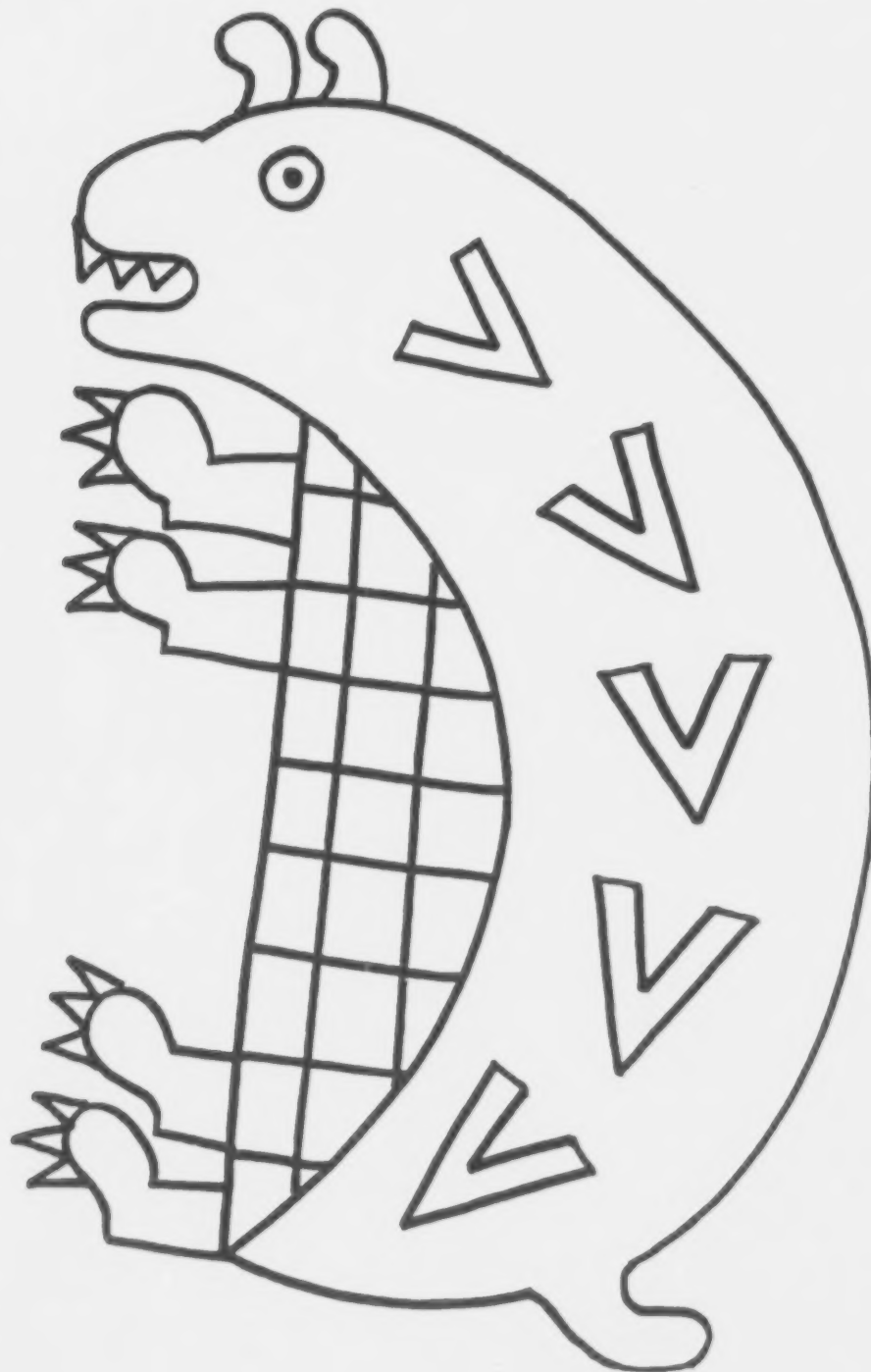
LIZARD



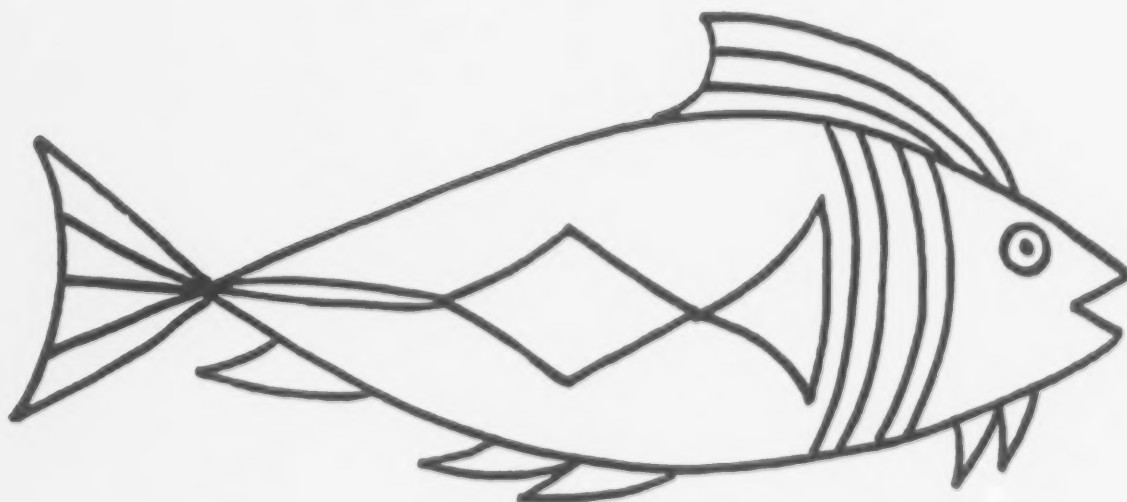
DESERT TORTOISE



JACKRABBIT

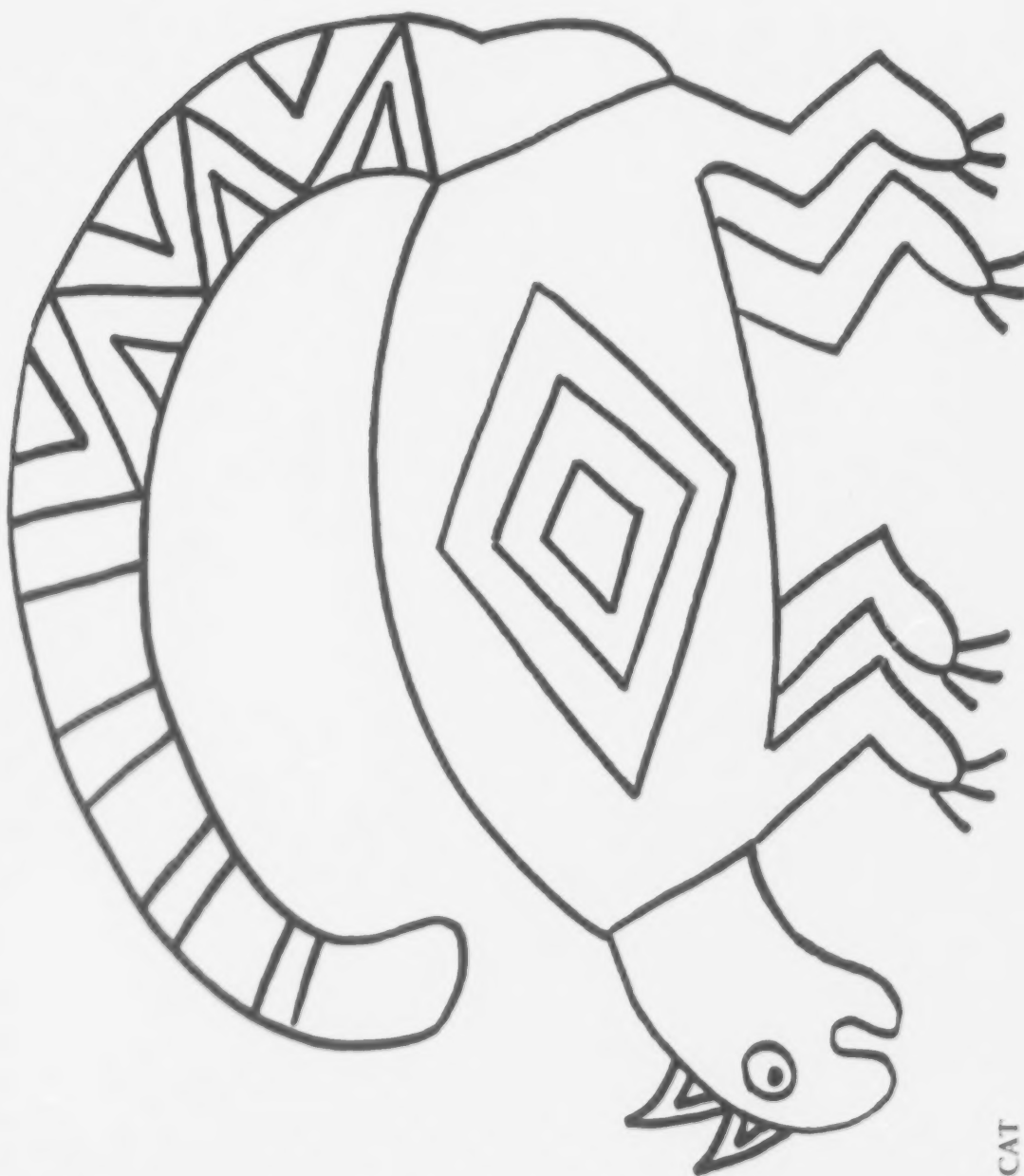


Black Bear

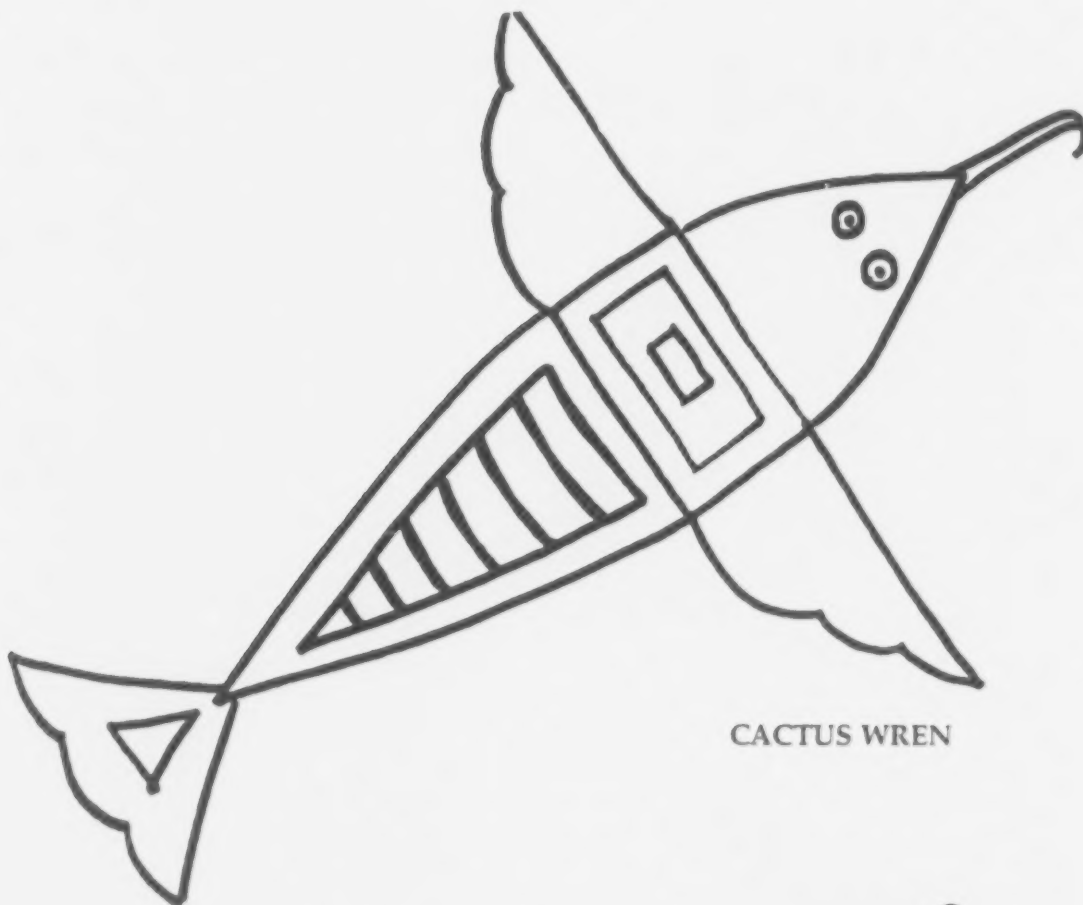




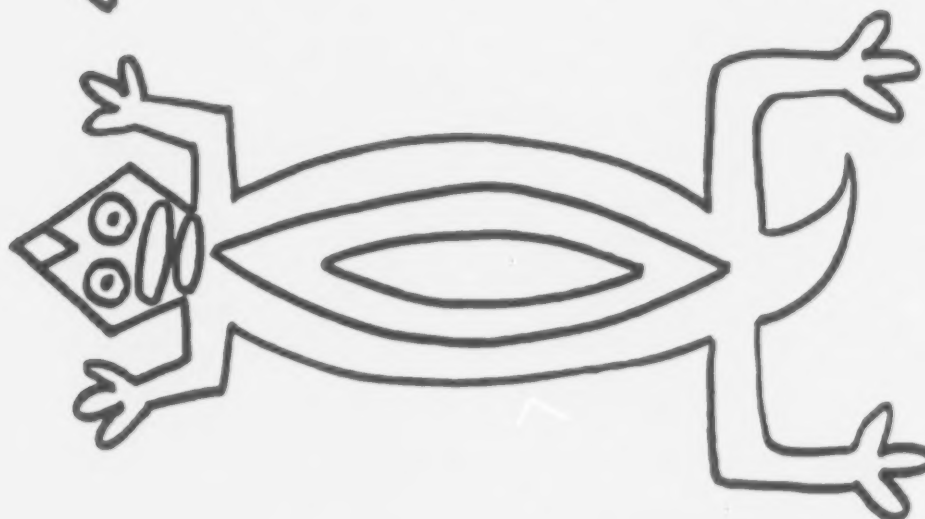
EAGLE



RINGTAIL CAT



CACTUS WREN



LIZARD



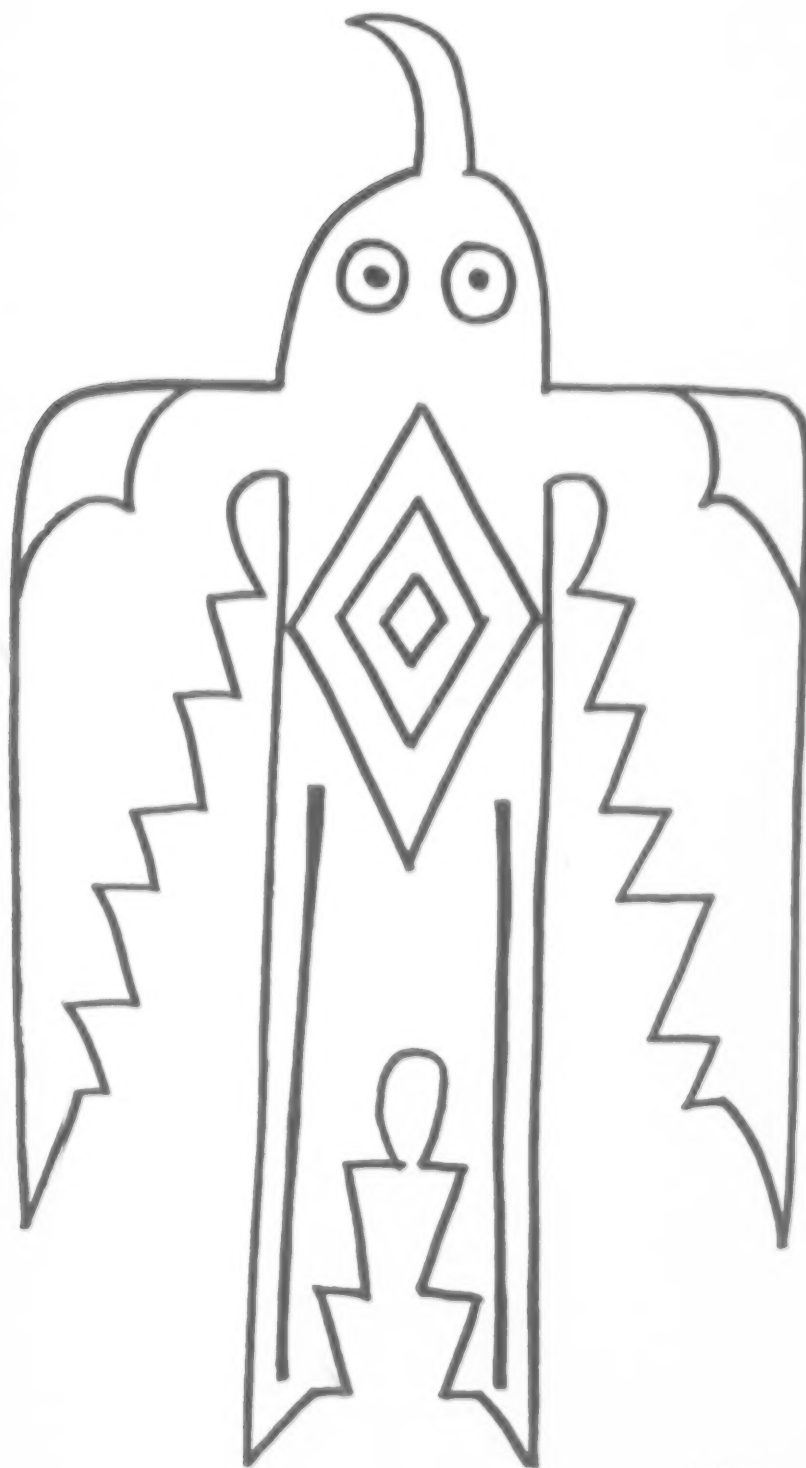
JACK RABBIT



ARIZONA TREE FROG



ANTELOPE

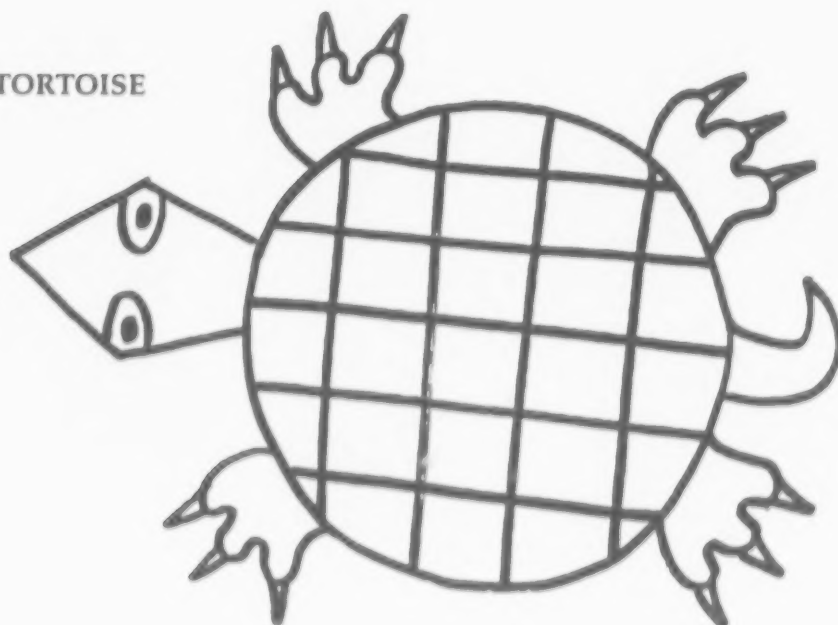


BIRD



TURTLE

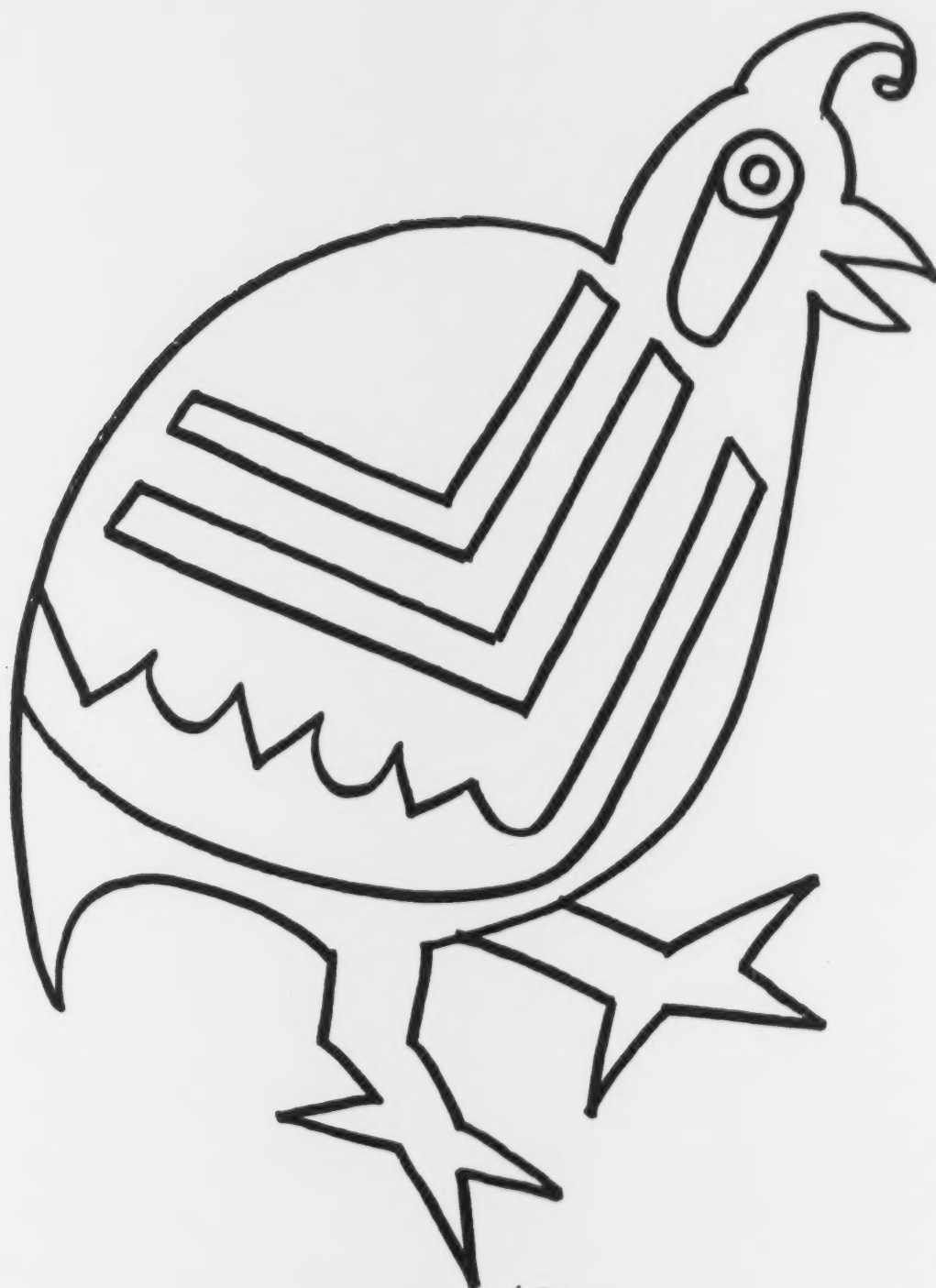
TORTOISE

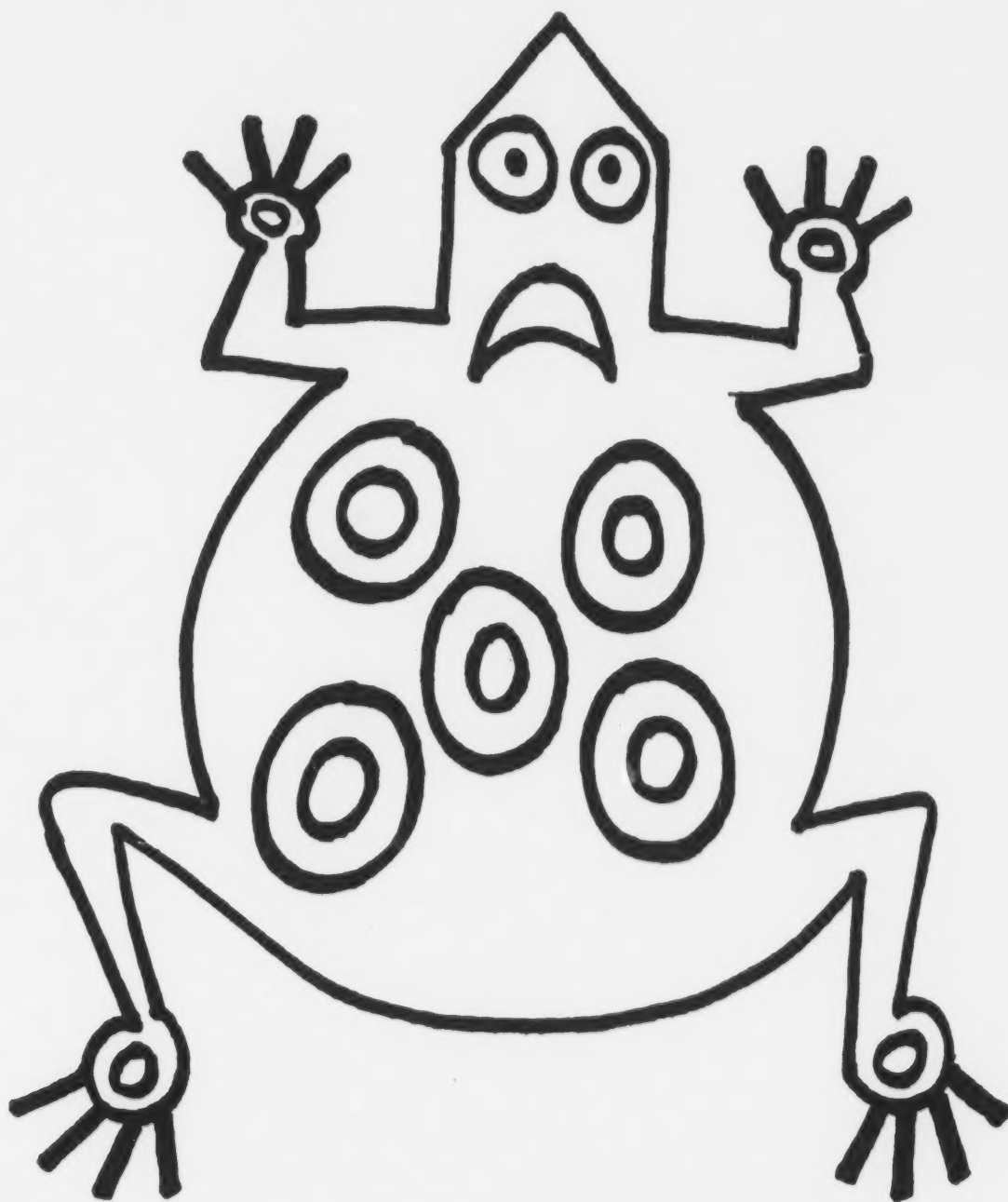


BEE









The Pueblo Storyteller

By Lorna Hennig

"TELL ME A STORY!" Through the ages, storytellers have been greeted with this familiar request. Among Native American peoples, each tribe had its own official "Teller of Tales," a skilled storyteller who could intrigue young and old listeners again and again with strange legends of times long past. Each retelling was as exact as possible, for the audience considered many of their legends to be true accounts of tribal history. There were "teaching stories," tales of the moon and stars, of mythical beasts, sad stories, tales of adventure, and funny ones, too.

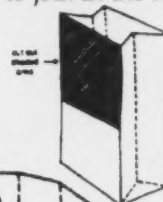
For centuries, the Pueblo peoples of New Mexico have shared their history and traditions with new generations through storytelling, and since about 400 A.D., they have been making human figures for religious ceremonies. In the 1960's, these two traditions merged when Helen Cordero of Chochiti Pueblo created the first storyteller doll. She created a clay figure that resembled her grandfather. The eyes of the doll were closed because he was thinking and the mouth was open to sing the rich Pueblo history. The figure was surrounded by small clay figures of all of his grandchildren.

Variations of this original storyteller doll are now made by over 175 potters throughout New Mexico (and other parts of the Southwest). They are collected and highly valued by individuals and museums.

We invite you to take part in this unusual Pueblo craft by creating your own storyteller doll and stories. Brown paper lunch bags, scissors, glue and crayons, (black, brown and orange) are all you need to join in the fun. Here's how:

1. Open the lunch bag.
2. Cut out the upper half of the back panel.
Save this - you'll need it to make the children.
3. Continue the horizontal cut through both side panels of the bag.
4. Have the side panels open and refold the bag with the bottom of the bag to the back.
5. Trace the storyteller figure, (see pattern), onto the bag front.
Cut around the upper outline to form the head, arms and torso.

Cut the shaded area.

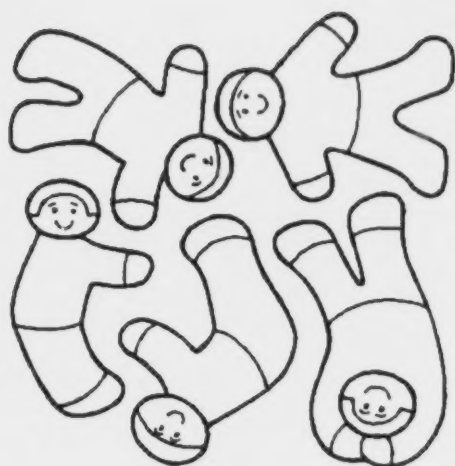


6. Color the hair black and the decorative bands on the clothing black, brown and orange. Do not color the skin or clothing. The Pueblo artists use the natural clay color for the skin and clothing. Shapes are defined and decorations added with a limited palette of colors: orange, brown, black.
7. Open the bag to make it stand.
8. Trace the pattern of the children onto the bag cut-out.
Color their hair and clothing.
9. Cut out the children and, using a small amount of glue on the back of each one, place them on the storyteller figure.²²



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Storyteller Patterns



Original paper size is 8.5 x 11. Enlarge on 11 x 17 at 175% and the figures will fit on a standard sized brown lunch bag.²³

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Amazing Maize of the Desert

Archaeologists have determined that sometime between 1500 and 1000 B.C., the Pueblo people learned how to grow very small ears of corn. Gradually, corn made important changes in their way of life. As farming techniques improved, these ancient people came to depend on a regular crop. They no longer needed to roam the region in search of food. Corn made it possible for them to remain in one place...to build the permanent pueblo villages with which they are so strongly identified. Corn became so important to these people that it was considered sacred and became the focus of many ceremonies such as the Corn Dance.

Almost all Pueblo foods used corn or corn meal in some way. There were over twenty varieties of corn - all colors - and the Pueblos created more than 50 ways to prepare it!

Special paper-thin bread called *pika* was an important food to the Pueblos. Made from the meal of blue corn, this unusual bread was cooked on a special slab of sandstone over an open fire, then folded and rolled before eating. Small rooms called pika rooms were built just for making the bread. Pika crumbs were used in house-building ceremonies, and the bread was given to performers at religious ceremonies.

Mock Pika Bread

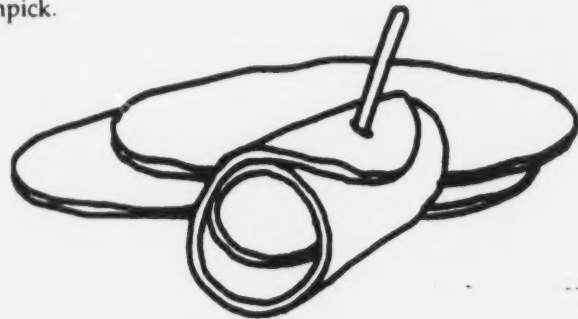
Corn meal "pika" pancakes

- Ingredients:**
- 1 Jiffy corn muffin mix
 - 1 cup of corn meal
 - 2 cups of milk
 - 1 egg
 - 2 Tablespoons of vegetable oil

You'll need an electric griddle for preparing this special treat. The Native Americans prepared it on a sandstone slab over an open fire. Silence was demanded during oiling and preparation of the stone, lest it should crack and break! Actual pika bread was made from blue corn meal. Ashes and water were added to the meal to make a batter. The bread was rather gray in color. This recipe, adapted for primary palates, is more like pancakes than bread.

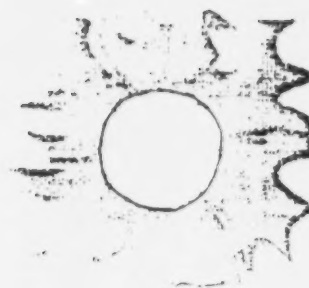
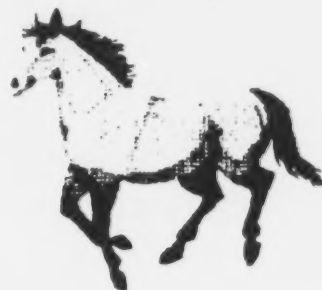
1. Combine ingredients and mix thoroughly.
2. Lightly grease griddle with the vegetable oil.
3. Pour enough batter on the griddle to make a 3 - inch pancake.
4. Flip when air bubbles appear over the surface.
5. Cool pancakes and roll; fasten with a toothpick.

Serve with berries and/or berry juice.
Yield: about 5 dozen pancakes.²⁴

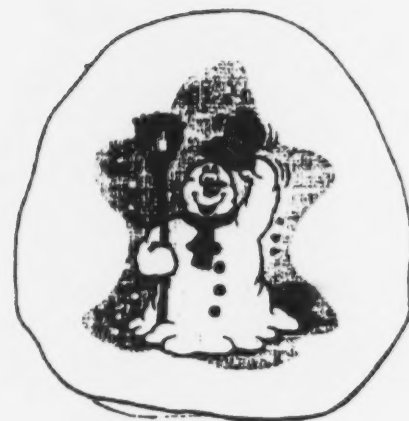
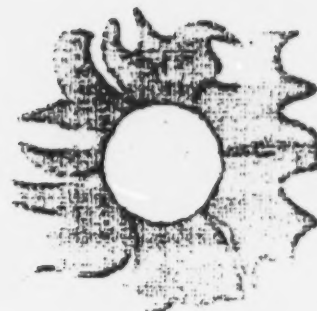


²⁴ Reprinted with permission. *Copycat Magazine*, PO Box 081546, Racine, WI 53408-1546

WHICH ONE OF THESE THINGS DO YOU NOT EXPECT
TO SEE IN THE ARIZONA DESERTS?



WHICH ONE OF THESE THINGS DO YOU NOT EXPECT
TO SEE IN THE ARIZONA DESERTS?



ARIZONA ANIMALS

WORD SEARCH

C O T T O N T A I L R A B B I T Q S Q B
 V H W R D Q L D J N T N X P Y I D L N F
 Y H H L R E P L K Q W I F R T P L F R D
 S A A K J M W H T B X W X W O W C G O K
 K R H W G A N T E L O P E R S H J Y H S
 H L L Q X K V B K F O C C W O P F Y G D
 X G O B J C N N O Z P U G R L Z E Y I T
 F G O R G L C F T H P T S B X K G T B S
 Z N U F A X Z F P I C E U D V Z B W T H
 R T W K Y D L B N C S Q P E M I X P R P
 A G K C I Q A E U E O R E C K M A E Y
 N Y N O Q T F D I F X V M R O O P K S U
 O P O E Q C I R P E F O U W A W U W E X
 I B Z B C A T T L E T A V O T J D L D L
 L P J H Q Y Z P Q K P P L U I L Z Q L I
 N E E U Q Y U Z H I Q V J O T B I X F Z
 I C C N B C R H C S J I L K A U C F F O
 A Q H B P T Z J H U P L M D K U Z U C B
 T R Y L H O N Q I S K C G I L D Z R E I
 N W C P B Y V A P B A E F O E G R A K T
 U G V O T I Q U M P R N X Q M G V T O D
 O P F R Y F H D U R M P O R K E T P W I
 M B H Z B O X X N N N M K P R D B H H A
 B T O M G I T G K Y V W O M S V Q R S L
 G I T Y G I B E O F W J C P B W C R B Q

Word List:

ANTELOPE
 BUFFALO
 COATI
 DEER
 HORSES

BADGER
 CATTLE
 COTTONTAIL RABBIT
 DESERT BIGHORN
 MOUNTAIN LION

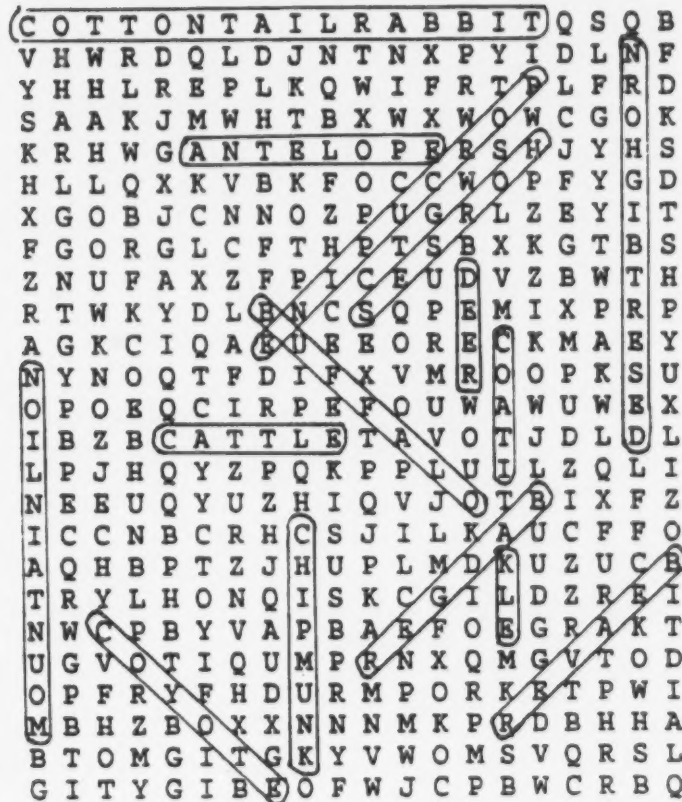
BEAVER
 CHIPMUNK
 COYOTE
 ELK
 PORCUPINE

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ARIZONA ANIMALS

WORD SEARCH

ANSWER SHEET



Word List:

ANTELOPE
BUFFALO
COATI
DEER
HORSES

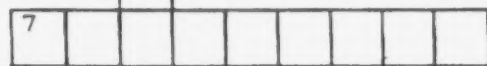
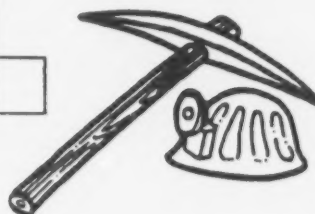
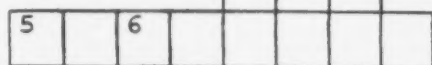
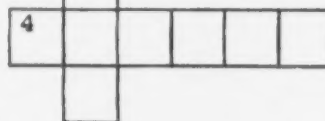
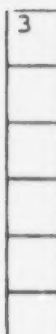
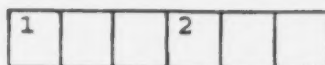
BADGER
CATTLE
COTTONTAIL RABBIT
DESERT BIGHORN
MOUNTAIN LION

BEAVER
CHIPMUNK
COYOTE
ELK
PORCUPINE

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ARIZONA HEAD GEAR Crossword



ACROSS

1. Felt hats worn rounding up cattle.
4. Head protection when fighting fires.
5. Large straw hat with a wide upturned brim.
7. Feathered headpiece.

1. Worn by train engineers.
2. Fabric hats made by pioneer women.
3. Furs worn when hunting. (Davey Crockett type)
6. Hard hat with lamp for underground excavation.



Puzzle created by Jan Lafoon, John Cline and Margaret Jesus.
Payson Public Library



ARIZONA HEAD GEAR Crossword



1 C O W 2 B O Y

O O

N N

D N

U H E L M E T

C T

T O

E O

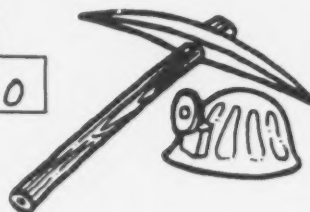
S O M B R E R O

I

N

E

W A R B O N N E T



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Puzzle created by Jan Lafoon, John Cline and Margaret Jesus.
Payson Public Library.



ARIZONA

CREATURES OF THE NIGHT

WORD SEARCH



B S M B Q T B S R X W F W L Y V L Z Y I
 H O Q L O R E H O F G X D M T V V W K P
 U Z K I J O G F D P P J J O Q Z R R E J
 K Q F A F V T G K S K N A O T E D X R F
 E R G M N I Q C R T O U C V G S I V F Y
 D Z Z A K U H I J B Y K L O E K E U Q R
 E H W N I E L F O W L Z I X Q L P L C P
 P W N X H R B A K G L K O X B P I Q U A
 I C M P S I K A E X W A E J T P N N V U
 T Z Z E Y N Q Z Z H Z U L I H D E B A Q
 N Y Y U Q G P C A I T K X U C K I E H T
 E X Z B Y T O R P K E C P V T C Q Y W P
 C Z Y B W A X S D L D D S L B N K L X Z
 A R I G B I K S W F J S O M M G A I N C
 J W O H S L A R B F S N J S S D D R P A
 P A C K R A T I M J G D N T P Q Y E A P
 E F K N X O H P F N P B F O R N Y B Y T
 B Z A C E Z Q L O S C U K N O U V S Y B
 B K C X N E X S T T A H C D J C U U Y Z
 D K K O L E E N N E L S R Z Z F C L M M
 B I Q L T D N O I P R O C S D O F A T W
 O R T Q B X D Q P Z D M B Z I A F F R S
 U A A A G C H F D F C I R D U O M D O G
 Y F T X L Z B E W R E D I P S F L O W Y
 O Y A M F D A N K N U K S Q D J S W B L



Word List:

CENTIPEDE
 KIT FOX
 RACCOON
 SKUNK

ELF OWL
 LONGNOSED BAT
 RINGTAIL
 TARANTULA

JAVELINA
 PACK RAT
 SCORPION
 WOLF SPIDER



ARIZONA

CREATURES OF THE NIGHT

WORD SEARCH



B S M B Q T B S R X W F W L Y V L Z Y I
 H O Q L O R E H O F G X D M T V V W K P
 U Z K I J O G F D P P J J O Q Z R R E J
 K Q F A F V T G K S K N A O T E D X R F
 E R G M N I Q C R T O U C V G S I V P Y
 D Z Z A K U H I J B Y K L O E K E U Q R
 E H W N I E L F O W L Z I X Q L P L C P
 P W N X H R B A K G L K O X B P I Q U A
 I C M P S I K A E X W A E J T P N N V U
 T Z Z E Y N Q Z Z H Z U L I H D E B A Q
 N Y Y U Q G P C A I T K X U C K I E H T
 E X Z B Y T O R P K E C P V T C Q Y W P
 C Z Y B W A X S D L D D S L B N K L X Z
 A R I G B I K S W F J S O M M G A I N C
 J W O H S L A R B F S N J S S D D R P A
 P A C K R A T I M J G D N T P Q Y E A P
 E F K N X O H P F N P B F O R N Y B Y T
 B Z A C E Z Q L O S C U K N O U V S Y B
 B K C X N E X S T T A H C D J C U U Y Z
 D K K O L E B E N N E L S R Z Z F C L M M
 B I Q L T D N O I P R O C S D O F A T W
 O R T O B X D Q P Z D M B Z I A F F R S
 U A A A G C H F D F C I R D U O M D O G
 Y F T X L Z B E W R E D I P S F L O W Y
 O Y A M F D A N K N U K S Q D J S W B L



Word List:

CENTIPEDE
 KIT FOX
 RACCOON
 SKUNK

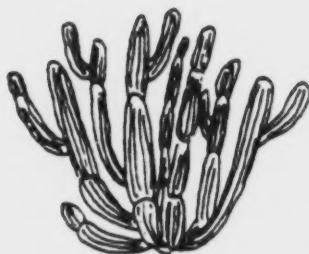
ELF OWL
 LONGNOSED BAT
 RINGTAIL
 TARANTULA

JAVELINA
 PACK RAT
 SCORPION
 WOLF SPIDER

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CACTI CHALLENGE

Can you draw a line from each cactus to its name?



Saguaro

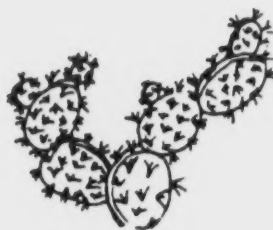


Prickly Pear

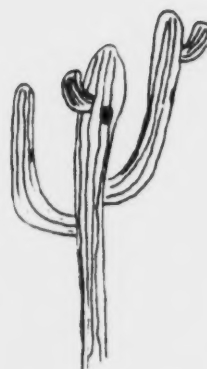


Organ Pipe

Cholla

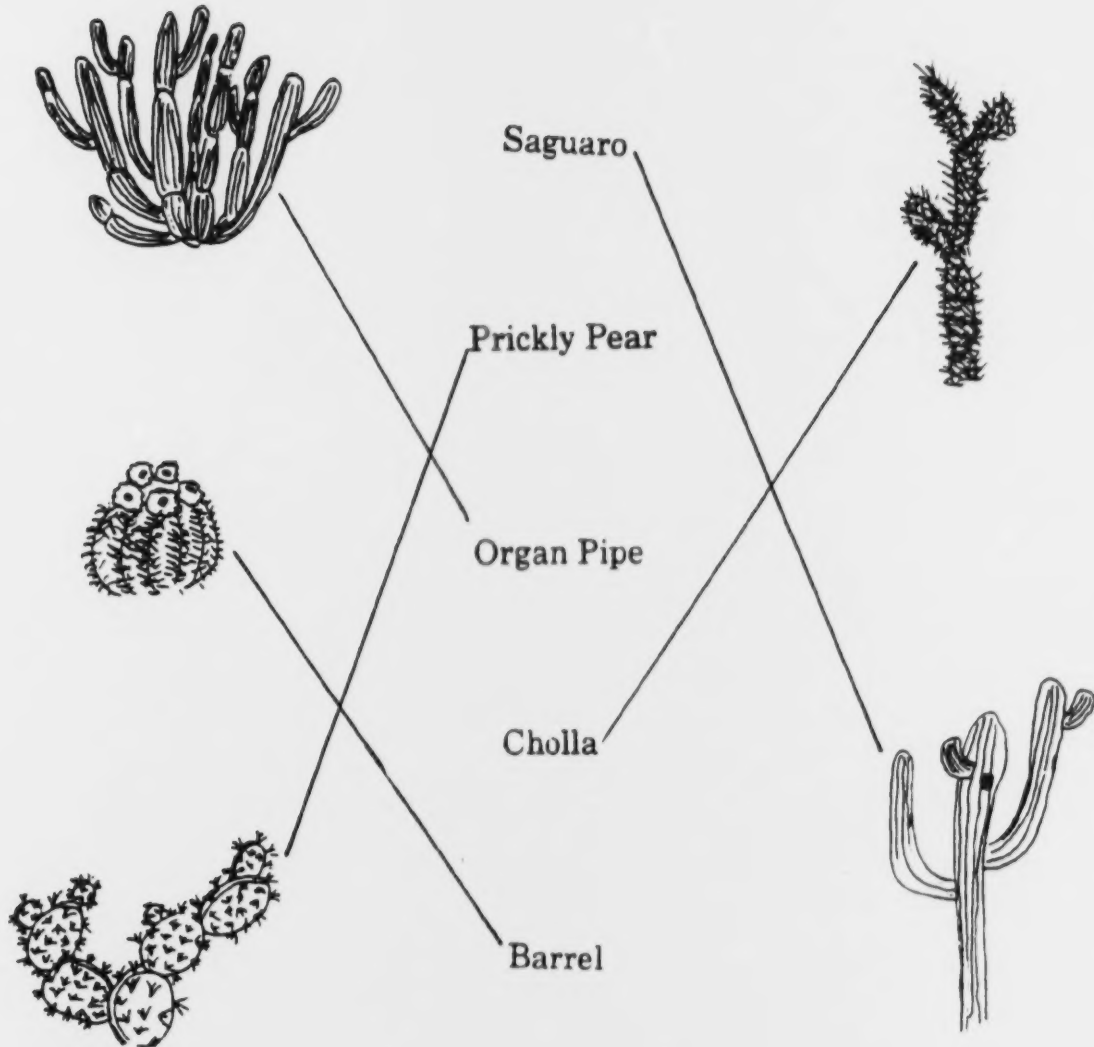


Barrel



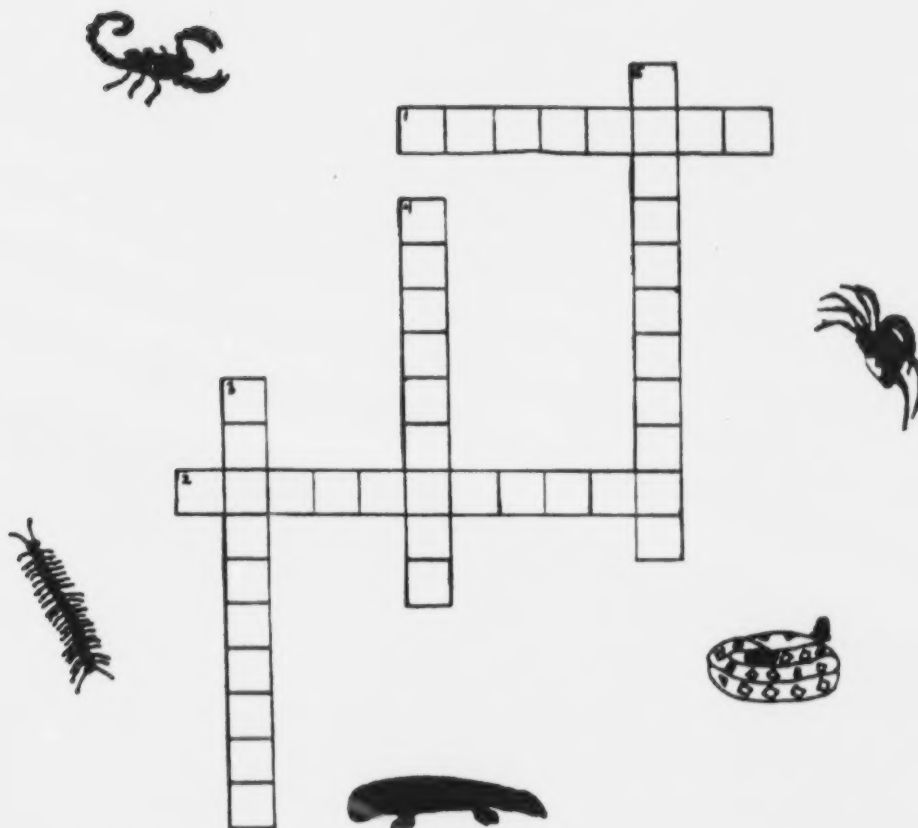
CACTI CHALLENGE

Can you draw a line from each cactus to its name?



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PICK YOUR POISON CROSSWORD PUZZLE

**ACROSS**

1. Bug that stings its dinner.
2. Snake with a rattle.

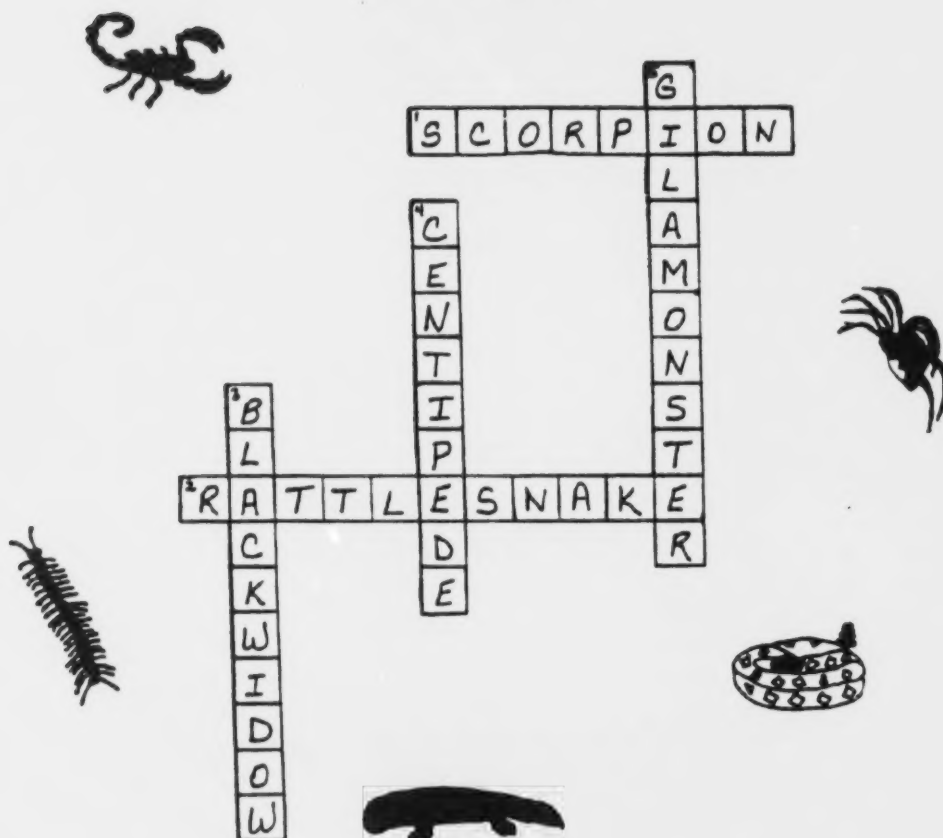
DOWN

3. Spider with an hourglass on its underside.
4. A fast crawler with 21 pairs of legs.
5. Lizard with bead-like skin that only bites to defend itself.

Created by Margaret Jesus, Payson Public Library.

PICK YOUR POISON CROSSWORD PUZZLE

ANSWER SHEET



ACROSS

1. Bug that stings its dinner.
2. Snake with a rattle.

DOWN

3. Spider with an hourglass on its underside.
4. A fast crawler with 21 pairs of legs.
5. Lizard with bead-like skin that only bites to defend itself.

Created by Margaret Jesus, Payson Public Library.

ARIZONA WORD SCRAMBLE

Unscramble these words that have to do with Arizona.

Stoncu

liga nostrem

dangr ynacno

titk kepa

goarsua

ucasct nerw

xopenhi

javona

pcepor

ziranoa

tosonmetb

kesans

ARIZONA WORD SCRAMBLE
ANSWERS

Tucson

Gila Monster

Grand Canyon

Kitt Peak

Saguaro

Cactus Wren

Phoenix

Navajo

Copper

Arizona

Tombstone

Snakes

A Canyon in Every County Missing Vowel Puzzle

Fill in each missing blank with a vowel to find out the name of the canyon.
A E I O U.

Apache County- This canyon is known for its prehistoric ruins & red sandstone walls. The Navajo Indians still farm on the canyon floor.

C_NY_N D_ CH_LLY

Cochise County- An isolated and very rugged canyon used by thieves & smugglers during the late 1800's.

SK_L_T_N C_NY_N

Coconino County- This 400 foot deep gorge still contains ancient cliff dwellings in its walls.

W_LN_T C_NY_N

Gila County- This canyon lays 7 miles from Young on the old wagon road to Globe.

S_V_N M_L_ C_NY_N

Graham County- The roaming ground of a band of wild horses rounded up and exterminated about 1910 in an effort to prevent a deadly disease from spreading to Indian ponies.

W_LD H_RS_ C_NY_N

Greenlee County- Southwest of Morenci, this canyon is used as a source for bat guano fertilizer.

B_T C_NY_N

La Paz County- Washingtonia Palm trees growing in this canyon are thought to be planted by seeds carried by birds from some distant oasis.

K_F_ Q_ _ _ N C_NY_N

A Canyon in Every County Missing Vowel Puzzle

Fill in each missing blank with a vowel to find out the name of the canyon.

A E I O U

Apache County-This canyon is known for its prehistoric ruins & red sandstone walls. The Navajo Indians still farm on the canyon floor.

CANYON DE CHELLY

Cochise County- An isolated and very rugged canyon used by thieves & smugglers during the late 1800's.

SKELETON CANYON

Coconino County- This 400 foot deep gorge still contains ancient cliff dwellings in its walls.

WALNUT CANYON

Gila County- This canyon lays 7 miles from Young on the old wagon road to Globe.

SEVEN MILE CANYON

Graham County- The roaming ground of a band of wild horses rounded up and exterminated about 1910 in an effort to prevent a deadly disease from spreading to Indian ponies.

WILD HORSE CANYON

Greenlee County- Southwest of Morenci, this canyon is used as a source for bat guano fertilizer.

BAT CANYON

La Paz Country-Washingtonia palm trees growing in this canyon are thought to be planted by seeds carried by birds from some distant oasis.

KOFA QUEEN CANYON

Maricopa County- This canyon forms almost a perfect box canyon.

F_SH CR_ _K C_NY_N

Mohave County- One thousand feet down in this canyon is garden land cultivated by the Hualapai Indians.

M_R_W_T_C_ C_NY_N

Navajo County- Huge pale blue pillars (rock formations) rise abruptly from the broad canyon floor.

BL_ _ C_NY_N

Pima County- The old stage road to Tucson ran down this canyon.

P_ST_ Q_ _M_D_ C_NY_N

Pinal County- The Nugget Mine was found here in 1879.

N_GG_T C_NY_N

Santa Cruz County- The creek water running through this canyon contains alum and makes the water taste bitter.

_L_M C_NY_N

Yavapai County- This canyon is described as having "one of the roughest granite mountains on Earth." (*Arizona Place Names*)

B_LL'S C_NY_N

Yuma County- This 30 foot wide canyon has red walls, and Palm trees growing on the canyon floor.

P_LM C_NY_N

Created by Margaret Jesus, Payson Public Library

Maricopa County- This canyon forms almost a perfect box canyon.

FISH CREEK CANYON

Mohave County- One thousand feet down in this canyon is garden land cultivated by the Hualapai Indians.

MERIWITICA CANYON

Navajo County- Huge pale blue pillars (rock formations) rise abruptly from the broad canyon floor.

BLUE CANYON

Pima County- The old stage road to Tucson ran down this canyon.

POSTA QUEMADA CANYON

Pinal County- The Nugget Mine was found here in 1879.

NUCKET CANYON

Santa Cruz County- The creek water running through this canyon contains alum and makes the water taste bitter.

ALUM CANYON

Yavapai County- This canyon is described as having "one of the roughest granite mountains on Earth." (*Arizona Place Names*)

BELL'S CANYON

Yuma County- This 30 foot wide canyon has red walls, and Palm trees growing on the canyon floor.

PALM CANYON

Created by Margaret Jesus, Payson Public Library

ARIZONA FACT FIND

USE REFERENCE BOOKS IN YOUR LIBRARY TO FIND THE ANSWERS TO
THE FOLLOWING QUESTIONS ABOUT ARIZONA.

State Capitol _____

State Bird _____

State Flower _____

State Motto _____

Governor _____

State Nickname _____

State Tree _____

State Colors _____

USE REFERENCE BOOKS IN YOUR LIBRARY TO FIND THE ANSWERS TO
THE FOLLOWING QUESTIONS ABOUT ARIZONA.

State Capitol _____ Phoenix _____

State Bird _____ Cactus Wren _____

State Flower _____ Saguaro Cactus Blossom _____

State Motto _____ Ditat Deus _____

Governor _____ Jane D. Hull _____

State Nickname _____ Grand Canyon State _____

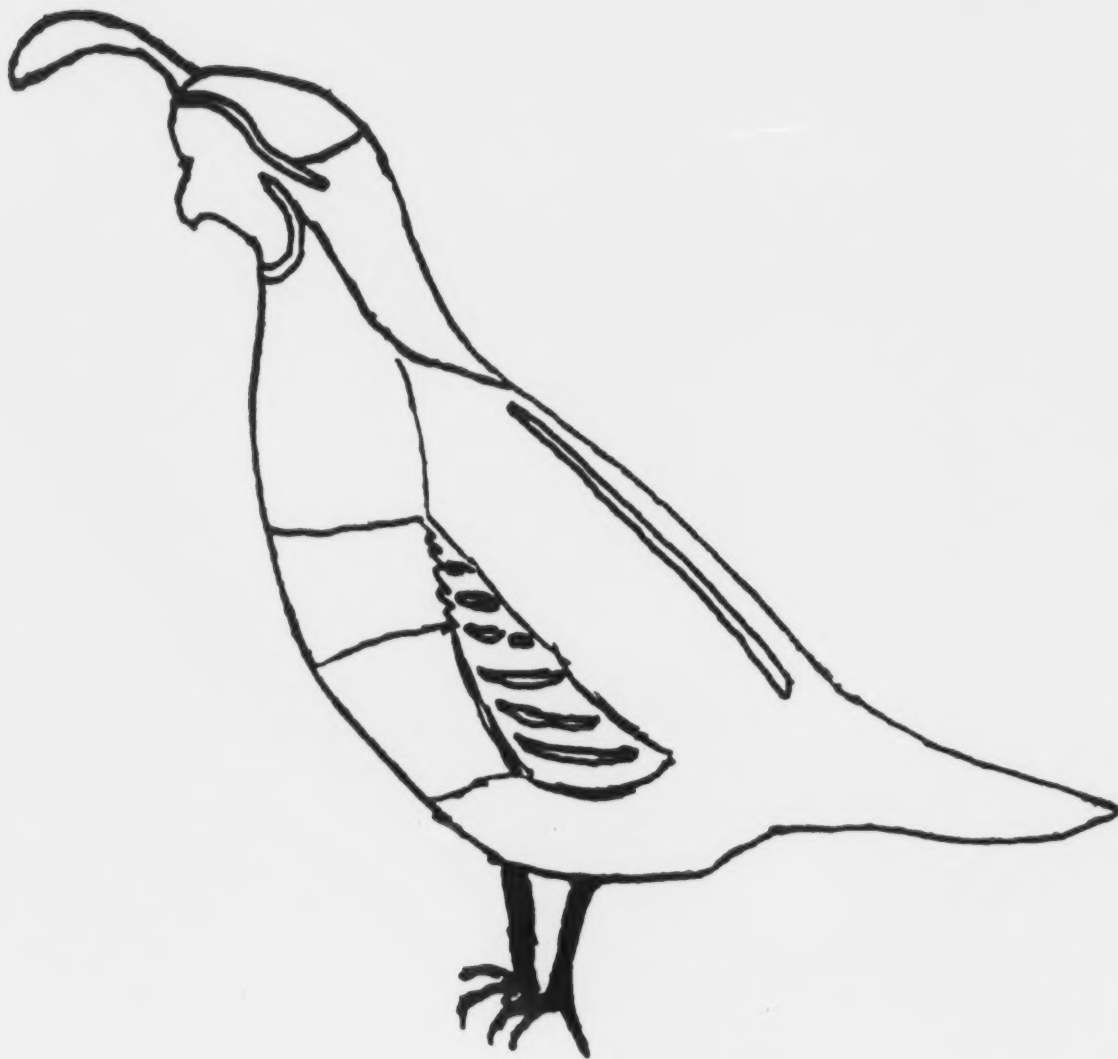
State Tree _____ Paloverde _____

State Colors _____ Blue and Gold _____



BURRO

Drawing by Jan Lafoon, Payson Public Library.

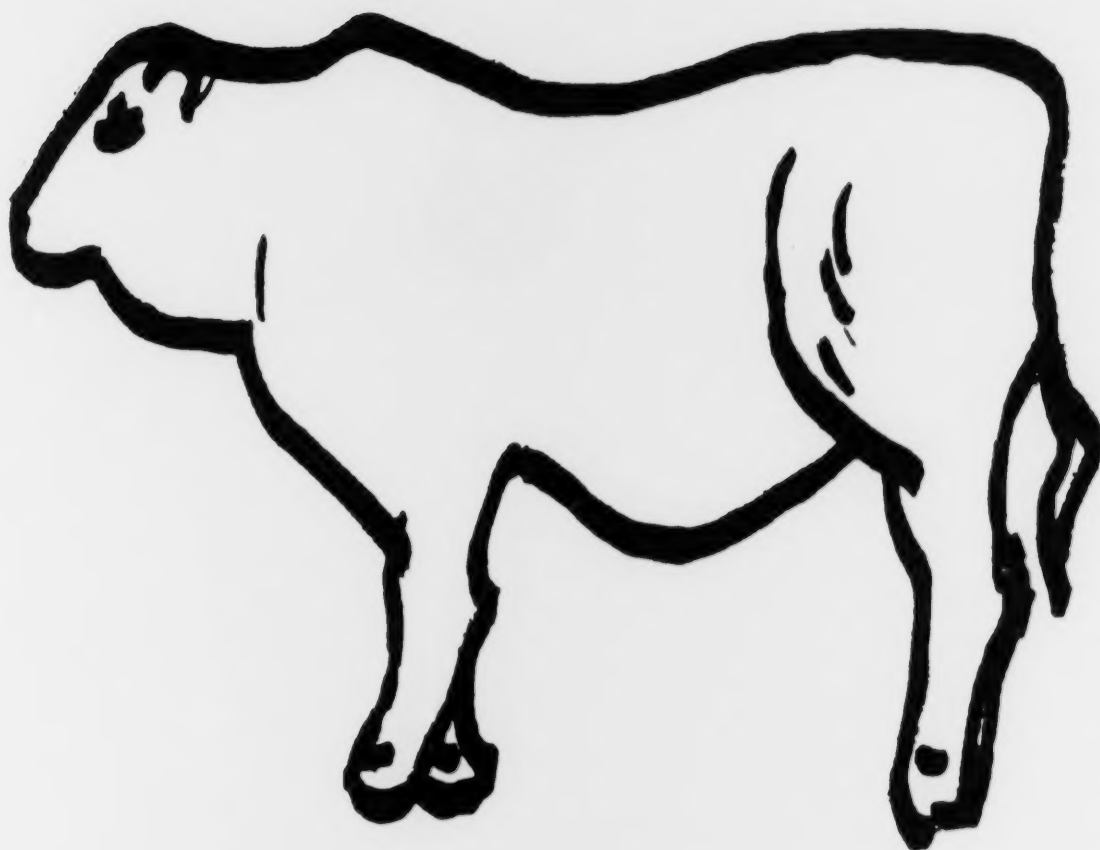


Drawing by Margaret Jesus, Payson Public Library

HORSE

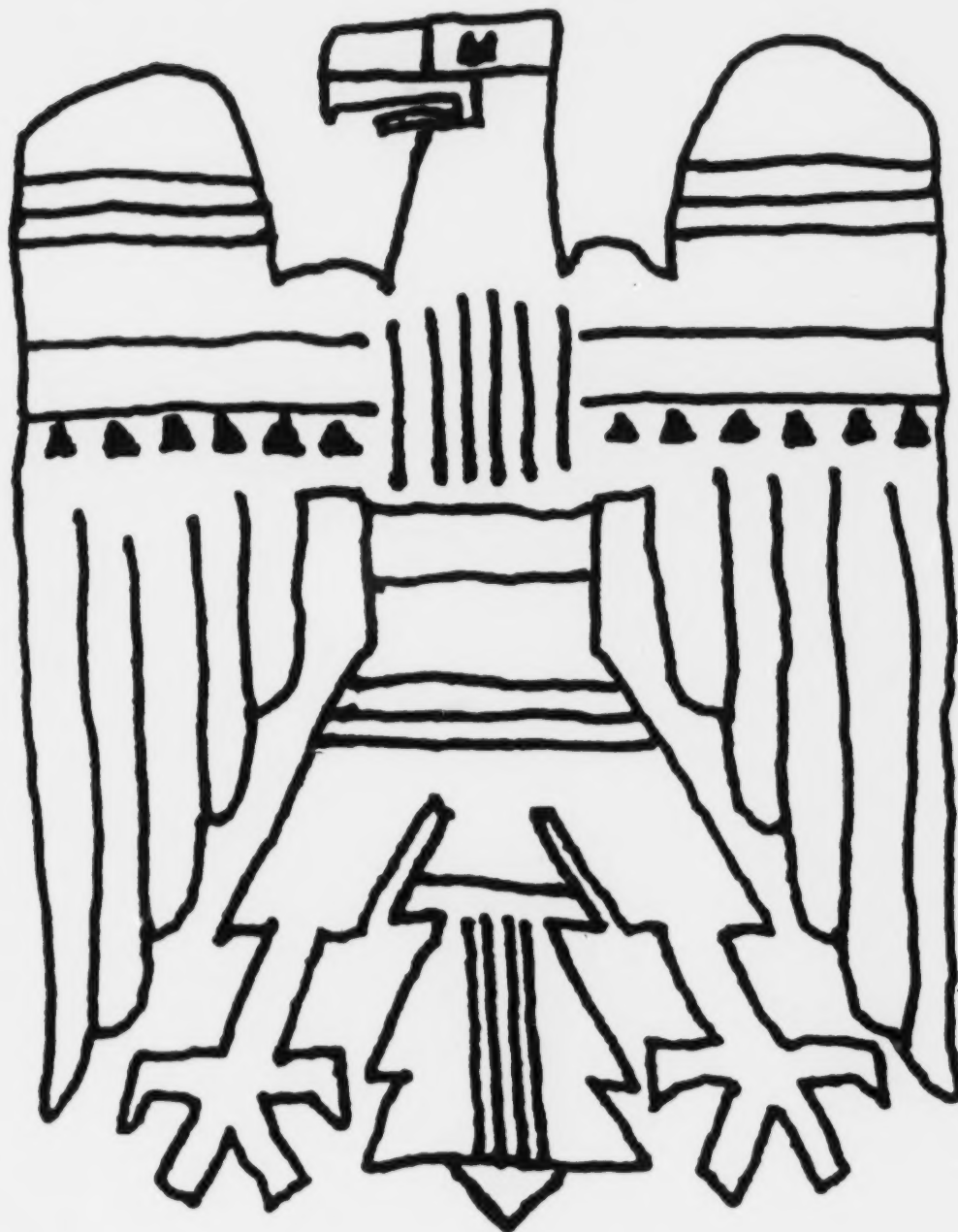


Drawing by Jan Lafoon, Payson Public Library

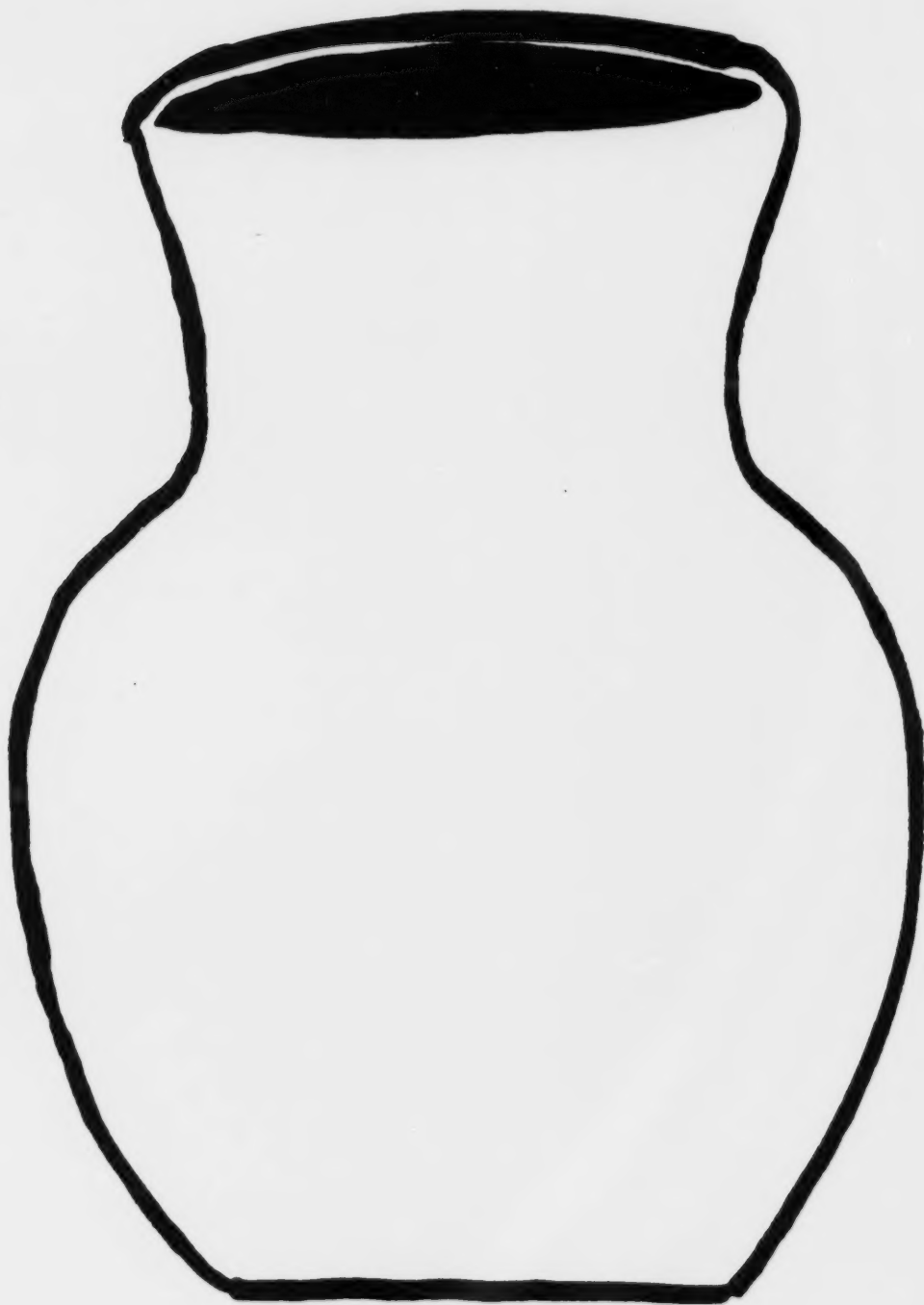


CATTLE
"Hereford-Brahma Cross"

Drawing by Jan Lafoon, Payson Public Library



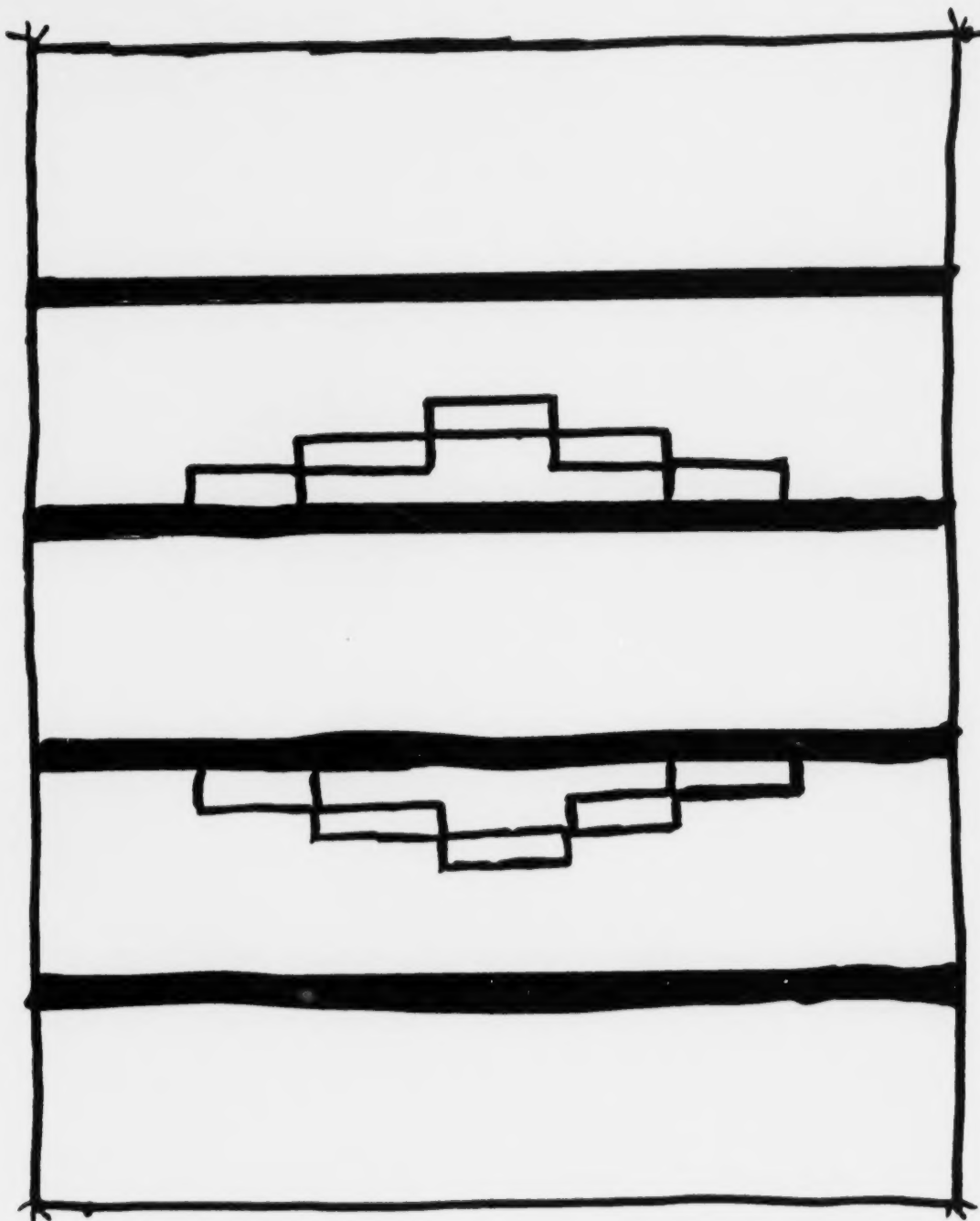
Clip Art adaptation by Margaret Jesus, Payson Public Library



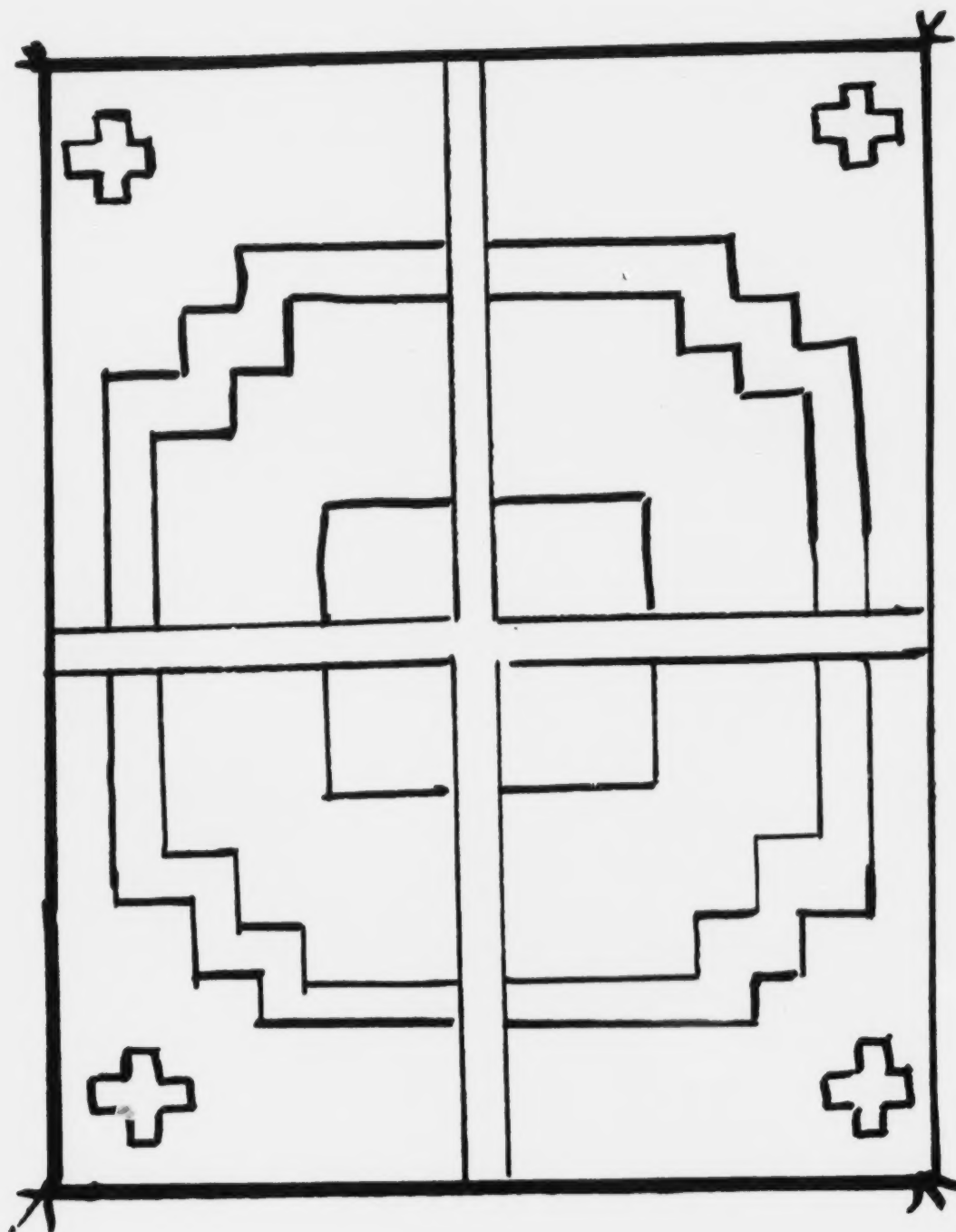
Drawing by Jan Lafoon, Payson Public Library



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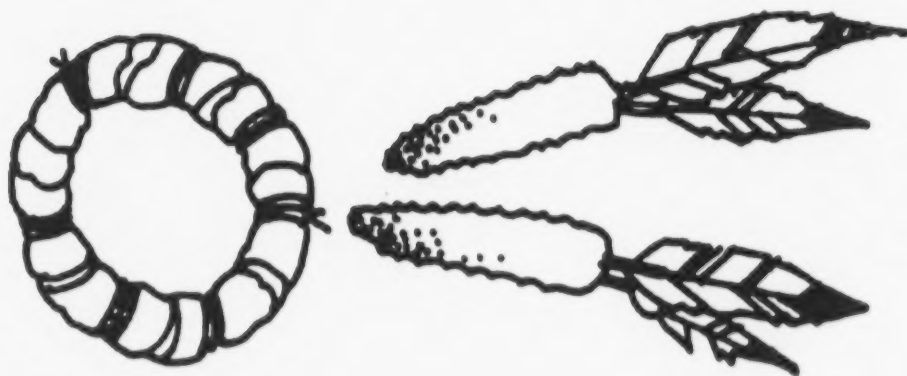


Drawing by Jan Lafoon, Payson Public Library

Corn Cob Game

The Southwest Indians were hard-working people, but they found time to enjoy life, too. Games were enjoyed by adults and children alike. "Hoop and Poles" was a familiar game to many Native American tribes in North America. The object of this game was to hit a rolling hoop target with spear-like poles or darts. The Pueblos gave a special "corn" flavor to this game by wrapping the hoop with corn husks and using corn cobs with feathers attached as darts.

The games should be played outside where there is plenty of room to roll the hoop. Wrap a hoop made from a flexible branch (or use some other circular shape) with a thick layer of corn husks. Attach some feathers to corn cobs from which the corn has been removed. Divide the group into teams. Each member, in turn, will roll the hoop in front of him and follow along behind, trying to throw the feathered corn cob through the rolling hoop. Award points for each successful throw.²⁵



²⁵ Reprinted with permission. *Copycat Magazine*, PO Box 081546, Racine, WI 53408-1546

Desert Home for Sale

A home where ocotillos stretch
Their flaming plumes on high
Toward a billion luminous stars
That dot the midnight sky.

Figs and almonds shade the soil
Where cacti used to loom;
There's vineyards blessed by honest toil
That made the wasteland bloom.

The house is spacious, strong, and cool
in this peaceful desert land;
The polished rocks that shore the wall
Were laid by loving hands.

Careworn, now the hands have grown,
For age has had its way;
This hard won home is too far out
For two old folks to stay.

The children long have left these rooms
Where laughter once rang clear;
Behind the sign "This House for Sale"
Are memories to hold dear.

My father was past 60 when he and mother homesteaded a place in the Arizona desert just outside of Pima. They build a solid rock house from rocks carted up from the wash in a wheel barrow, then splitting the rocks and polishing them so the mica would shine. It could be seen from miles around when the sun reflected off of it.²⁶

²⁶ Reprinted by permission of the author, Mrs. Afton Potts, from her book *Poetic Thoughts*..

Tragedy of Flame

The campfire was covered
Except one tiny spark,
Completely unnoticed
When they left after dark.

For a while it glowed.
It almost went out.
Then a breeze blew it gently
And spread it about.

It caught on some grass
Then started to run.
A monster was born,
His conquest begun.

Trees shivered in pain,
Black limbs stretched high,
Too tortured to live,
Only praying to die.

Chipmunk in his burrow
Thought he was safe,
But the ground grew so hot
It brought death in its place.

A spider deserted
Her berry bush lace,
The fires hot burning tongue
Lashed its killing embrace.

The dear little nest
With four baby birds in it?
Thank God, fear and pain
Lasted only a minute.

In a hot smoky thicket
A wild eyed doe
Was begging her baby
Once more to go.

He shook with fatigue
With smoke he was blind.
With a last pleading bleat
She left him behind.

Then the sirens were screaming.
A small town fled.
Some tall pines exploded.
Six fighters lay dead.

Days later while fighting,
Eight hundred good men,
The monster was finally
Conquered again.

You need to be careful.
This story is true.
Just a tossed cigarette
Could cause it by you.²⁷

²⁷ Reprinted by permission of the author, Mrs. Afton Potts, from her book *Poetic Thoughts*.

FACTS ON THE DUDE FIRE
Payson, Arizona

To fight this fire it took:

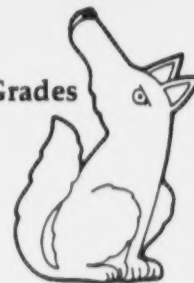
- 61 Fire crews came from around Arizona & even from other states
- 2,632 people participated in the firefighting effort
 - 14 Helicopters
 - 14 Water-tenders (big water trucks)
 - 10 Air tankers
 - 12 Bulldozers & skidders.
- 1,153 People were evacuated
 - 6 Firefighters lost their lives- 1 Woman and 5 Men
 - 25 Large elk or deer died
 - 30 Head of cattle died.
 - The numbers of small animals could not be recorded.

These facts were provided by the Payson Ranger District.



The Sun Callers

A Hopi Legend Read - Aloud Story Adapted For Primary Grades



Late one night on top of Third Mesa, Coyote was looking for something to eat. He spotted a rooster sitting high on a rock.

Coyote greeted the rooster. "Ha'u," he said

The rooster scratched the rock with his feet and returned the greeting. "Ha'u," he crowed.

Then Coyote said, "What are you doing here? It is late and you should be at home."

The rooster puffed up his feathers. "I have work to do," he said. "It's my job to make the sun rise."

"Ha," laughed Coyote. "You aren't so important as you think! Anyone can make the sun rise."

The rooster answered, "No, you are wrong. I am the only one who can do it."

"You're the one who is wrong," replied Coyote. "I, too, can make the sun rise. I've done it many times."

"We shall see," said the rooster. "Whoever makes the sun rise today will be named the Sun Caller."

"Fine," said Coyote. "I'll try first." He sat down, pointed his nose to the sky and howled loudly. He howled and howled until he was out of breath. But the sky was still black.

"Now it's my turn," said the rooster. He stretched his neck, flapped his wings and crowed once, twice, three times. Still the night was dark.

Again and again, Coyote and the rooster took turns calling the sun. But nothing changed: there was blackness all around them. They went on crowing and howling all night until one time, after the rooster crowed, the sky seemed a little lighter.

"There...you see?" said the rooster. "I am beginning to do it."

Not to be outdone, Coyote began to howl, and the sky became lighter still. "You can see," he said, "that I did better than you."

But the sun had not yet appeared, and the rooster decided to try once more, though he was getting a bit hoarse. He took a deep, deep breath, stretched his neck, flapped his wings and crowed loudly. As he did, the edge of the sun appeared on the horizon.

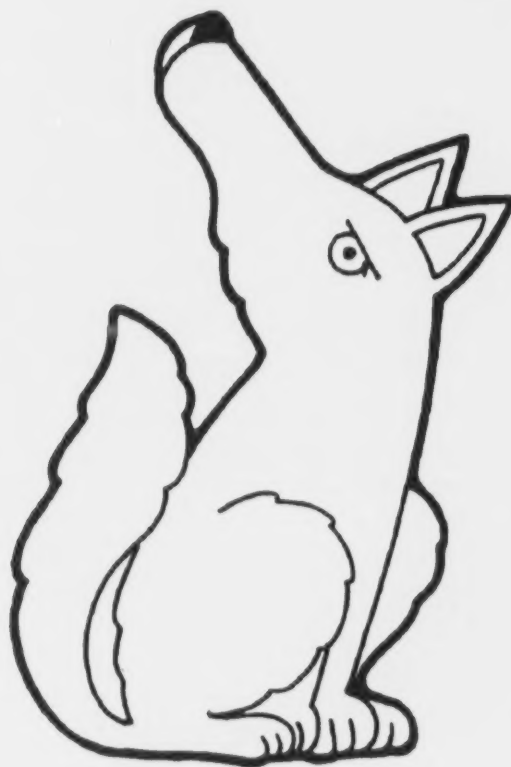
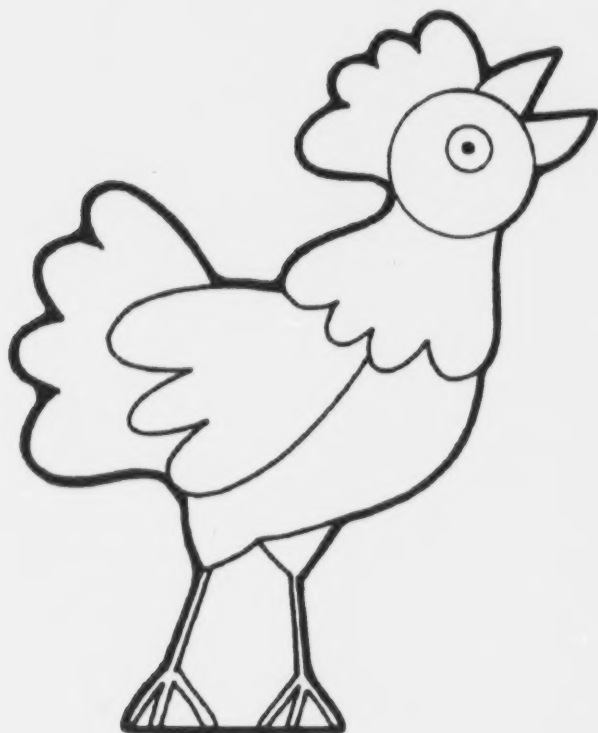
"There my good friend," said the rooster. "You can see for yourself. I am the one who made the sun rise. I am the Sun Caller."

Coyote hung his tail and crawled away. But as he went, he thought to himself, "I almost did it. With a little practice, I think I can make the sun rise. Then I will be the Sun Caller." And to this day, you can hear Coyote howl in the night on Third Mesa, practicing to make the sun rise.²⁸

²⁸ Reprinted with permission. *Copycat Magazine* P.O. Box 081546 Racine, WI 53408-1546

Figures for Sun Callers Hopi Legend

Use these animal figures for retelling *The Sun Callers* legend. Cut out, color and attach to popsicle sticks (optional) to make stick puppets. Store in the Storyteller bag.²⁹



²⁹ Reprinted with permission.
Copycat Magazine
PO Box 081546
Racine, WI 53408-1546

READ ARIZONA
1999 Summer Reading Bibliography

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"Read Arizona"
"Inspiration" for Librarians
and other Adults

Carlson, Laurie, More than Moccasins, a Kid's Activity Guide to Traditional North American Indian Life.

Chicago: Chicago Review Press, 1994.

ISBN: 1-55652-213-4

Crafts, games and other activities based on Native American culture.

I use this book for many activities and they are always a success.

Carlson, Laurie, Westward Ho! An Activity Guide to the Wild West.

Chicago: Chicago Review Press, 1996.

ISBN 1-55652-271-1

Provides historical details of the settlement of the West and descriptions of frontier life with accompanying activities. I didn't find this book as useful as More than Moccasins, but it could provide ideas for activities for middle school or young adults.

Murdoch, David H., Eyewitness Books: Cowboy.

New York: Alfred A. Knopf, Inc. 1993.

ISBN: 0-679-94014-6

Text and photographs trace the history and lore of cowboys around the world.

Robbins, Mari Lu, Native American Tales and Activities.

Teacher Created Materials, Inc. 1996.

P.O. Box 1040

Huntington Beach, CA 92647

ISBN: 1-55734-677-1

Crafts similar to those in More than Moccasins. I like this book because it includes a folk tale to accompany each activity. A bibliography in the back lists the sources of the stories.

"Read Arizona"

Audio Tapes:

Baylor, Byrd, And It Is Still That Way: Legends Told By Arizona Indian Children

Book and Audio Set

ISBN 0969729067

Trails West Publishing

P.O. Box 8619

Santa Fe NM 87504-8619

Harper, Monty, I'd Sooner Read. Making Tracks to the Library. Imagine That! etc.

Monty Harper Productions

909 N Bellis

Stillwater, OK 74075

Catchy tunes developed for Oklahoma Summer Reading Programs. Tapes have recorded versions on one side and kareoke version on the back. Though some of the songs feature "Oklahoma" in the lyrics, they could easily be adapted to "Arizona". Check his website at "<http://cowboy.net/~mharper>" for lyrics and ordering information.

Hayes, Joe, Soft Child--How the Rattlesnake got his Rattles.

Joe Hayes
P.O. Box 8619
Santa Fe, NM 87504

One side in English, one side in Spanish

Summer Reading for Young Adults

Young adults, ages 12-18, or in grades 7-12, are generally not included in youth summer reading programs unless they participate with the younger age group. Adolescents often lose interest in reading and library use if they are not encouraged as they move away from the Children's Room. They need a special reading program specifically geared toward teen interests that will promote reading and get them to use the library on their own. Many libraries have had successful programs for this age group judging by positive feedback from Arizona libraries that have done programs and by articles appearing in professional literature. (See bibliography for a selected list.)

I. General Goals and Objectives

- A. To promote reading and library use among teens by
 - 1. offering incentives.
 - 2. providing programs for fun and information.
 - 3. creating booklists and bibliographies of interest.
- B. To increase young adult participation in the library by:
 - 1. offering volunteer opportunities to work in the library.
 - 2. asking teens to help in the planning and production of programs and activities for their peers.

II. Establishing a Young Adult Programs

- A. Establish a Theme
 - 1. Must be appropriate to the age group. Talk to teens themselves and be conscious of current trends in selecting a theme. Read current teen magazines to gather ideas.
 - 2. It is preferable to coordinate the teen theme with the juvenile theme, if possible.
- B. Design a Program
 - 1. Devise a procedure and rules to log reading by:
 - a. Pages read
 - b. Minutes read
 - c. Book reviews (entered onto computer or kept in file for peer reader advisory).
 - d. Other; use your imagination!
 - 2. Decide upon appropriate incentives for teens.
 - a. Fast food coupons.
 - b. Theme park passes.
 - c. Record, video, bookstore gift certificates.
 - d. Shopping mall gift certificates.
 - e. Bowling, batting, video arcade, skating passes.
 - f. Clothing and jewelry.
 - g. Hair care salons.
 - h. Books and posters.
 - 3. Decide how purchased or donated incentives will be given out:
 - a. Upon registering.
 - b. As they turn in reading logs.
 - c. Weekly drawings.
 - d. Grand prize drawing.

- e. Some/all of the above.
- 4. Activities:
 - a. Must be appropriate to the age level.
 - b. Possible choices:

Baby-sitting workshop	Cartooning
College Financial Aid	T-shirt design
SAT Preparatory Workshop	Art shows
Sexuality information for parents and teens	Career exploration
	Creative writing
Junior High preparation/introduction	Grooming and fashion
Science fiction/fantasy illustration	Calligraphy
Role playing games or events:	Sign language
medieval crafts, costumes, swordplay	Talent shows
Contests/puzzles that tie into theme.	Baseball card collecting

III Budget

- A. Locate Sponsors to help with funding:
 - 1. Friends of the Library
 - 2. Corporations and community businesses
 - 3. Grants
 - 4. Library budget
 - 5. Combination of above
- B. Minimize Expenditures
 - 1. Incentives
 - a. Ask businesses to sponsor the program by giving coupons, gift certificates, or merchandise.
 - a1. Local businesses are usually more responsive than large national chains.
 - a2. Start early - sometimes it takes a few months to get a response.
 - a3. Donations should be acknowledged in publicity wherever possible.
 - a4. Consider sending a token of the program with your thank-you. (Mesa Public Library sent a decal saying "We Support Reading at Mesa Public Library.")
 - b. If library policy permits, you can also purchase incentives.
 - 2. Printing
 - a. Check with printers or newspapers willing to print for little or no fee.
 - 3. Staff
 - a. Hire temporary staff if funds are available.
 - b. Use teen volunteers to administer program.

IV. Publicity

- A. The program must be promoted primarily to teens. Some suggestions:
 - 1. Booktalks in middle, junior, and senior high schools.
 - 2. Newspaper, radio, and television announcements. Contact school newspapers in early spring. Call favorite teen radio stations.
 - 3. Cable television bulletin boards. 201

4. Community bulletin boards.
5. PA announcements in schools.
6. Displays, posters, and flyers in the school libraries.
7. Inserts in community mailings.

B. The program must also be promoted to parents.

Arizona Wildflower Bouquet

Craft Activity

Materials:

Tissue paper (white, yellow, lavender, red, blue, green, & pink)
Pipe cleaners
Scissors
Diagram directions for 6 different Arizona Wildflowers
Crayons or color pencils
Picture of Arizona Wildflowers

Directions:

1. Before the young adults come, have the tissue paper folded and marked for each flower according to the diagram directions. Older young adults may be able to fold their own if given the directions or told how to step by step.
2. Have the pieces for each flower organized together including one pipe cleaner per flower.
3. Give each participant a picture of the wildflowers to color and have them sit down at a place where the pieces are ready.
4. Tell them to cut the ends off where they are marked on each tissue paper flower.
5. Have them wrap the pipe cleaners tightly around each tissue paper middle. Note the special directions for the Skyrocket wildflower.
6. Now they can carefully pull the tissue petals out to make their flowers and put together their bouquets.

Prickly Poppy
(White with Yellow Center)

Wheeler Thistle
(Lavender)

Skyrocket
(Red)



Arizona Wild Rose
(Pink)



Blue Flax
(Blue)



Blanket Flower
(Yellow & Orange)

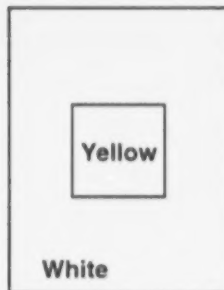


Arizona Wildflowers

Arizona Wildflowers

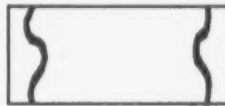
1. Prickly Poppy

A.



Start with 1/2 sheet of white tissue paper and place a smaller sheet of yellow paper on top.

B.

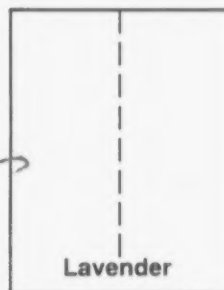


Fold like an accordion 4 times and mark ends with squiggly lines to cut.

- C. Cut along squiggly lines, wrap top of a pipe cleaner around the middle and tighten, spread paper open.

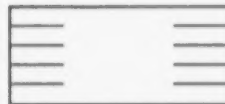
2. Wheeler Thistle

A.



Start with 1/2 sheet of lavender tissue paper and fold in half.

B.



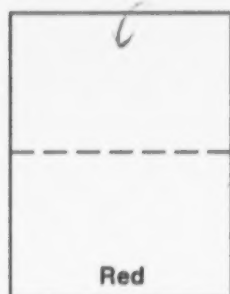
Fold like an accordion about 9 times and mark ends with straight lines to cut.

- C. Cut along straight lines, wrap top of a pipe cleaner around the middle and tighten.

Arizona Wildflowers

3. Skyrocket

A.

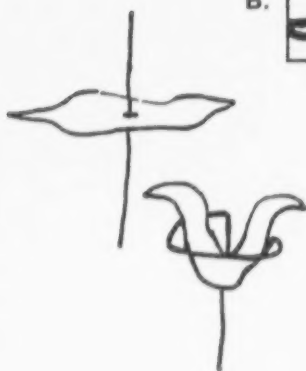


Start with 1/4 sheet of red tissue paper and fold in half.

B.



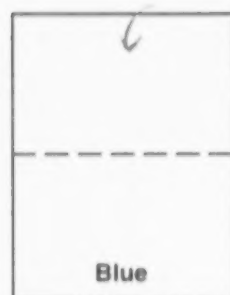
Fold like an accorian 3 times and mark ends as shown coming to points. Also cut a small opening in center for the pipe cleaner to go through.



C. Cut along lines, put pipe cleaner through hole and wrap it around the tissue paper about 1/2 way up, tighten and spread paper.

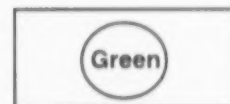
4. Blue Flax

A.



Start with 1/4 sheet of blue tissue paper and fold in half.

B.



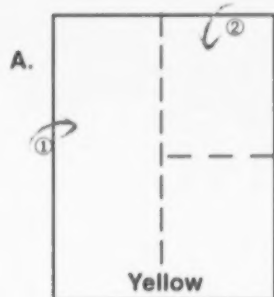
Place a small piece of green tissue paper cut in a circle in the center then fold like an accorian 3 times. Mark ends as shown and cut along lines, wrap top of a pipe cleaner around the center and spread open.

C.

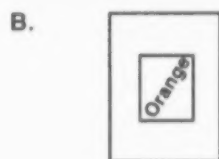


Arizona Wildflowers

5. Blanket Flower



Start with 1 sheet of yellow tissue paper and fold in half from side to side, then fold in half again from top to bottom.

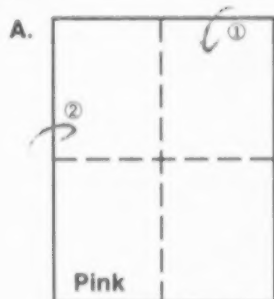


Place 3 orange rectangles in the center and fold like an accorian 3 times.



Mark ends in 3 rounded lines and cut along lines. Place pipe cleaner around middle, tighten, and spread out paper.

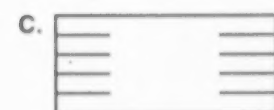
6. Arizona Wild Rose



Start with 1/2 sheet of pink tissue paper and fold in half from top to bottom, then in half again from side to side.



Fold like an accorian 3 times and mark ends with rounded lines and cut along the lines.



Fold a small yellow rectangle of tissue paper 3 times and cut the ends in straight lines. Place this in the center of the pink paper, place pipe cleaner around, tighten and open paper.

Sandpaper Sand Painting Craft Activity

Materials:

Sandpaper or poster board
Colored sand - at least 4 colors
Small paper cups
Glue
Southwest animal designs
Black permanent marker
Scissors

Directions:

1. Before the children come, have the animal pictures drawn on the sandpaper or posterboard with permanent marker. You can do this by using carbon paper underneath the animal design and tracing the design onto the sandpaper. Then go over your carbon tracing with a permanent marker. Another way to do it would be to cut out the animal shape and trace around the outside with a permanent marker onto the sandpaper. Then freehand draw the simple geometric designs that go on the inside of each animal using the picture as a reference.
2. Have small amounts of the different colored sand ready to use in paper cups.
3. Let the children pick out an animal to paint with sand.
4. Tell them to put glue where they want one color of sand to go.
5. Have them pour a little sand from the cup into the palm of their hand and use their thumb and first finger to take pinches of sand to sprinkle on their picture.
6. When they are finished with one color they can shake the excess off and use another color and so on until they are finished.

Note: You can make your own colored sand by tinting light colored sand with dry tempera paint or food coloring. If you use food coloring allow for drying time.

ARIZONA SUNSET POETRY CONTEST

SUMMARY:

Teens submit poetry describing an Arizona sunset or other Arizona related theme. Submissions are judged and winners or all participants are recognized. Ribbons or prizes may be awarded and displayed at the library.

PROCEDURE:

Submissions: Choose a two-week time span for submissions. Poems can be reclaimed at the library when the contest is over.

Subject matter: Choose any Arizona related theme.

Specifications: Must be original work. Guidelines for style and length (i.e. no longer than 30 lines) determined. Each entry should be typewritten on 8 1/2 by 11 paper size and include the contestant's name, address, age and phone number. Establish number of poems each contestant may submit (3 is a good number).

Judging: Determine who judge or judges will be. Could be teen reading group, library staff, library director, or local writers group. Judges will look at originality, quality and appropriateness of subject matter to theme.

Prizes: Have 1st, 2nd and 3rd prizes plus honorable mentions. Prepare ribbons for winning poetry. Get local businesses to provide prizes. Be sure to thank those who provide prizes by mentioning them in your brochure or press release about the contest. Your Friends group may also be willing to provide prizes.

Exhibit: Display winning poetry as part of the Arizona Reading Program theme. Announce that poems will be on display for a certain period of time after which they can be claimed.

DESERT SURVIVAL SITUATION

SUMMARY:

Young Adults can learn how to survive in the desert using interpersonal and rational skills.

PROCEDURE:

Booklets must be purchased in advance from Human Synergistics International (1-800-622-7584). The cost is \$4.25 each, no minimum order required. Allow 7 business days to receive your order. The booklet presents a desert survival situation where participants (survivors of a plane crash in the Sonoran Desert) must rank 15 salvaged items according to their importance to survival. The objective is to work toward a team solution that all team members can agree upon. These booklets can be used with any size group and can also be used in conjunction with a presenter with expertise in desert survival. You may want to purchase one copy in advance to determine how you can build your program around it. The booklets are not reproducible.

Human Synergistics International
39819 Plymouth Road C-8020
Plymouth, Michigan 48170
1-800-622-7584 Fax 734-459-5557

DESERT SURVIVAL CLASS

SUMMARY:

Young Adults can learn how to survive in the desert.

PROCEDURE:

1. Possible presenters could be representatives of the Fish and Game Department, county extension office, or the Sheriff's department.
2. Allow 1-2 hours for presenter to explain different aspects of surviving in the desert, including identifying desert animals, locating water and getting help. Allow time for a question and answer period at the end. Visual demonstrations and/or live animals would be a bonus.
3. Prepare a desert survival bibliography and display these books in the library.

HORSE OWNERSHIP WORKSHOP

Summary:

This is an informational workshop in which a presenter discusses different aspects of horse ownership, including horse terminology, cost of owning a horse, types of horses, how and where to buy a horse, care and feeding.

Age:

10 years and up

Procedure:

1. Possible presenters may be local horse owners, breeders, large animal veterinarian. Local feed and tack shops may be a good source to find presenters.
2. Allow approximately 1 to 1 1/2 hours for presentation and question and answer period.
3. If the situation allows, have an actual horse available to demonstrate or use visuals.
4. Prepare a bibliography of horse ownership books and display these books in the library.

COMIC BOOK COLLECTORS WORKSHOP**SUMMARY:**

This is informational workshop in which a presenter discusses different aspects of comics collection, including where to obtain them, how to trade, and determining the value of a collection.

AGE:

10 years and up

MATERIALS NEEDED:

Tables or floor space to display, trade and check price guides. Have price guides available. The Overstreet Comic Book Price Guide and Comics Buyer's Guide to Marvel Comics are two popular price guides.

PROCEDURE:

1. Possible presenters may be owners or employees of comic book shops. Avid adult collectors would be good presenters, also.
2. Allow about 30 - 40 minutes for the presentation. (1 hour if there will be trading.)
3. If possible, give away sample comics to participants.
4. If trading will take place, be aware of unscrupulous dealers and collectors who may take advantage of amateurs. Take security precautions to prevent theft and liability situations.

Ice Cream Making Party

One great way to cool down in the Arizona heat is to have an Ice Cream Making Party.

Find an ice cream maker or the recipe for "Tin-Can Ice Cream" at <http://www.pitt.edu/~pkoshew/PhasesofMatter.html> on the web, and have an ice cream making party.

Let the kids have fun experimenting with flavors and toppings.

Also have books about ice cream out for the kids to look at.

Suggested books:

Damerow, Gail, *Ice Cream!: the whole scoop*.
Macomb, Ill.: Glenbridge Pub., c1991.

Knight, Bertram, *From Cow to Ice Cream*.
Children's Press, 1997.

Suggested web sites

The Ice Cream Parlor

<http://www.dsUPER.net/~zaz/icecream/frame.html>



COUNTING COUNTIES



Find and circle the following Arizona Counties:

Apache	Greenlee	Pima
Cochise	Maricopa	Santa Cruz
Gila	Mohave	Yavapai
Graham	Navajo	Yuma

ANSWER SHEET FOR
COUNTING COUNTIES



READ ARIZONA

The following scrambled words are names of cities, towns and places in Arizona. How many can you figure out?

Myua

_ _ _ _ _

Meeroj

_ _ _ _ _

Hoexnip

_ _ _ _ _

Uns Cyit

_ _ _ _ _

Esebbi

_ _ _ _ _

Stopcret

_ _ _ _ _

Seam

_ _ _ _ _

Stunoc

_ _ _ _ _

Nottemoobs

_ _ _ _ _

Klownsafe

_ _ _ _ _

Oaj

_ _ _ _ _

Glafafstf

_ _ _ _ _

Nagrd Oynnac

_ _ _ _ _

Frediplet Ostfre

_ _ _ _ _

Etreom Tracer

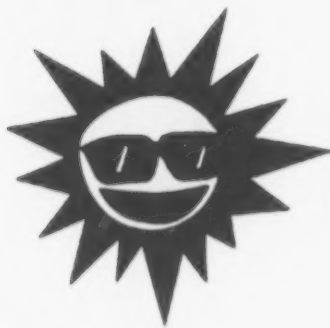
_ _ _ _ _

*

READ ARIZONA - ANSWERS

The following scrambled words are names of cities, towns and places in Arizona.
How many can you figure out?

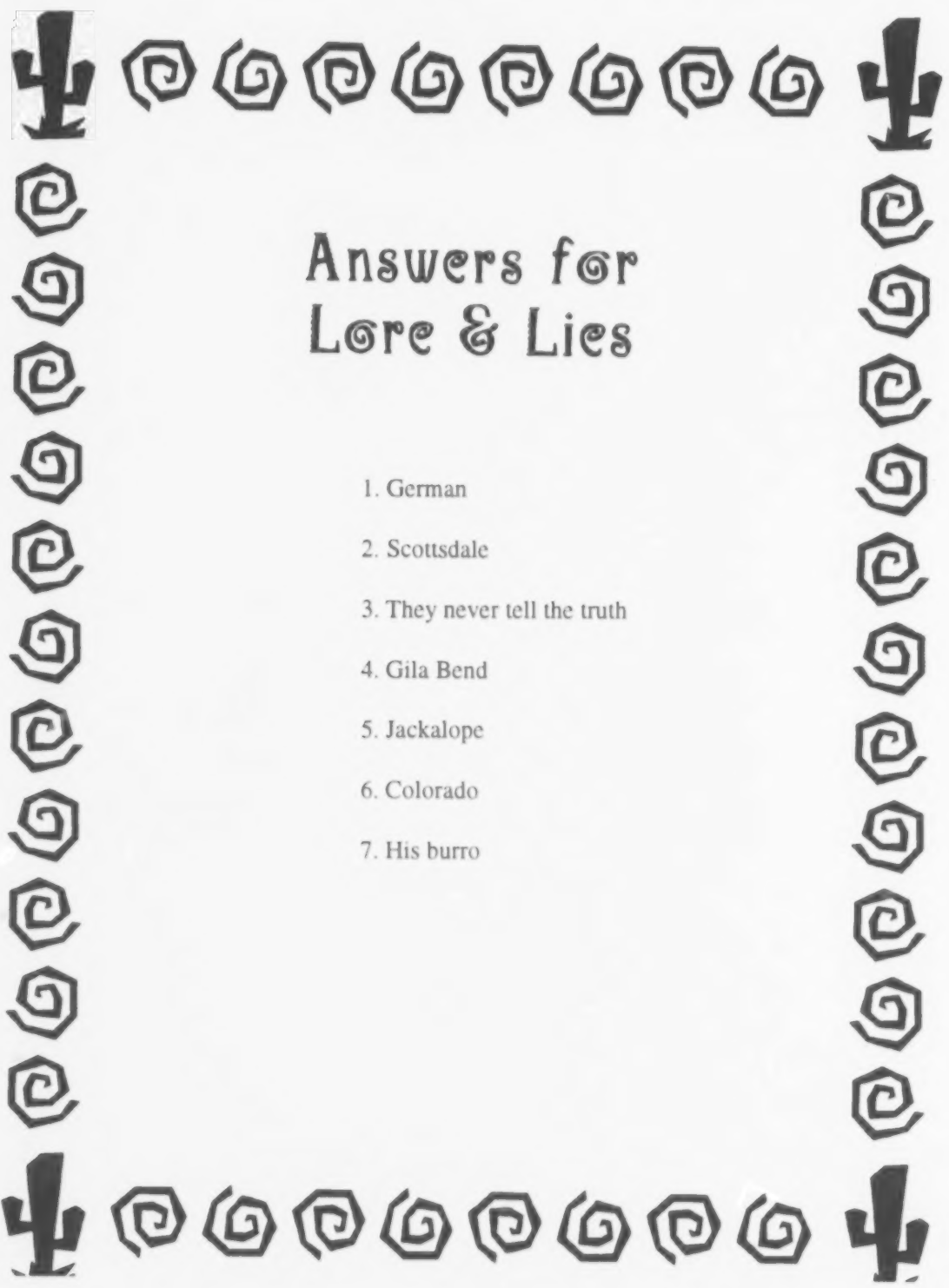
Myua**Yuma****Meeroj****Jerome****Hoexnip****Phoenix****Uns Cyit****Sun City****Esebbi****Bisbee****Stopcret****Prescott****Seam****Mesa****Stunoc****Tucson****Nottemobs****Tombstone****Klownsafe****Snowflake****Oaj****Ajo****Glafafstf****Flagstaff****Nagrd Oynnac****Grand Canyon****Fredipiet Ostfre****Petrified Forest****Etreom Tracer****Meteor Crater**



Lore & Lies

1. What was the nationality of Jacob Waltz, the old Dutchman?
2. What suburb called itself "The West's Most Western Town"?
3. What happens to people who drink the waters of the Hassayampa River?
4. What hot spot was called "Fan Belt Capital of the World"?
5. What desert varmint has the features of a jackrabbit and another speedy animal?
6. What muddy river was called "too thick to swim, too thin to plow"?
7. Henry Wickenburg found gold. What did he throw it at?





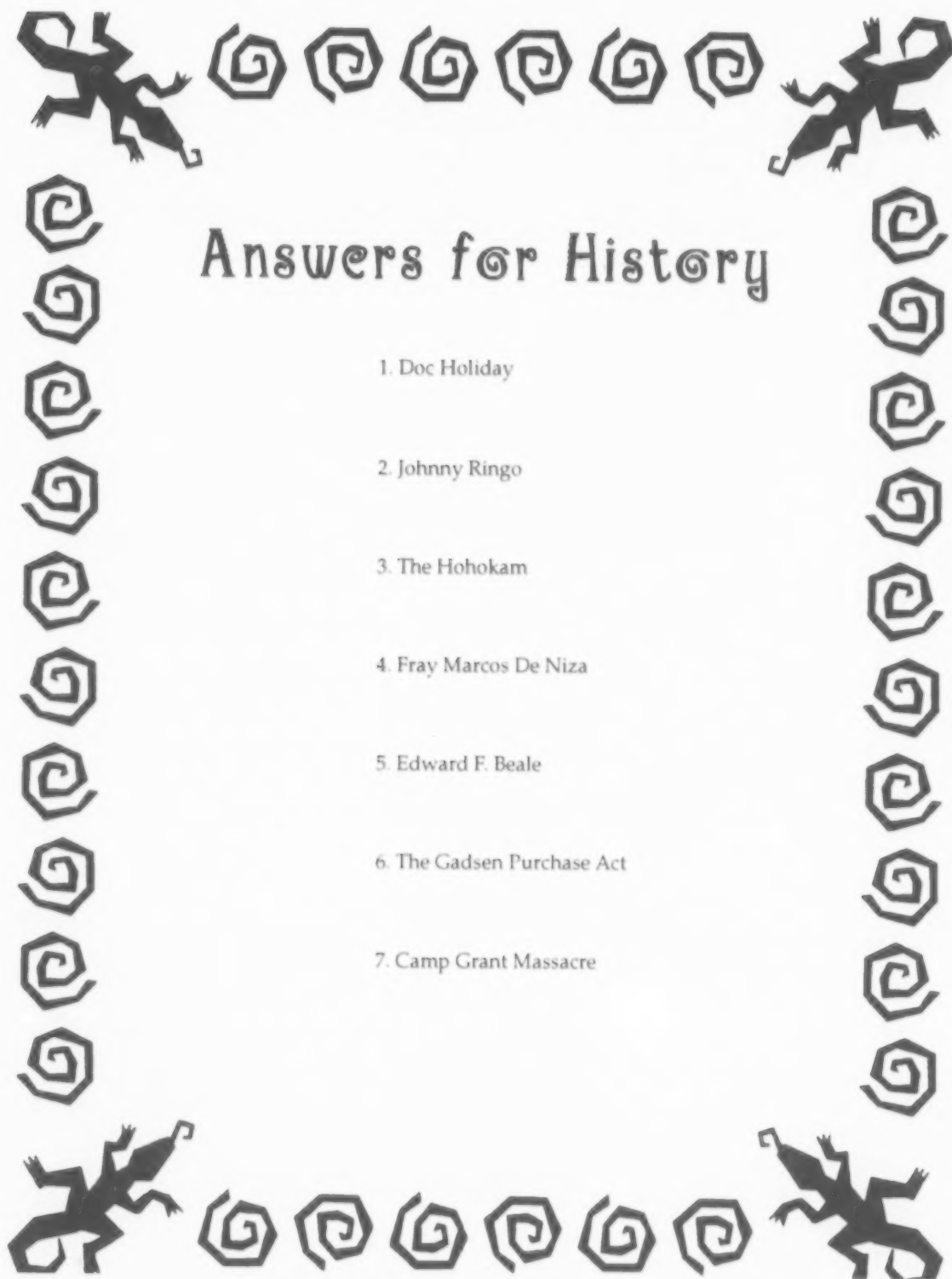
Answers for Lore & Lies

1. German
2. Scottsdale
3. They never tell the truth
4. Gila Bend
5. Jackalope
6. Colorado
7. His burro



History

1. What outlaw became Wyatt Earp's sidekick?
2. What outlaw is buried by one of Arizona's Turkey Creek's?
3. What group of vanished farmers was Phoenix founded on?
4. In 1539, what European explorer came to Arizona?
5. Who was the Arizona explorer who had news of the California Gold Rush?
6. Which document made Arizona become a part of the United States?
7. What 1871 action against the Apaches did Tucson pioneers provoke against the easterners?



Answers for History

1. Doc Holiday
2. Johnny Ringo
3. The Hohokam
4. Fray Marcos De Niza
5. Edward F. Beale
6. The Gadsen Purchase Act
7. Camp Grant Massacre

SOUTHWEST NATIVE AMERICAN WORD FIND

T Z A M U Y S A L A D O R
P O W O G Y A V A P A I C
I N H G K A I B A B M P I
M I O O C O C O P A H O U
A N H L N O C S O U A H Q
M O O L A O I A A I V A A
O C K O O N O L H G A P Y
C O A N A J A O F C S A I
A C M G W P A S D H U C N
E T U I A P Y V A H P H U
M A R I C O P A A Z A E Z
F L K A Y E N T A N I M J

WORD LIST: SOUTHWEST NATIVE AMERICAN WORD FIND

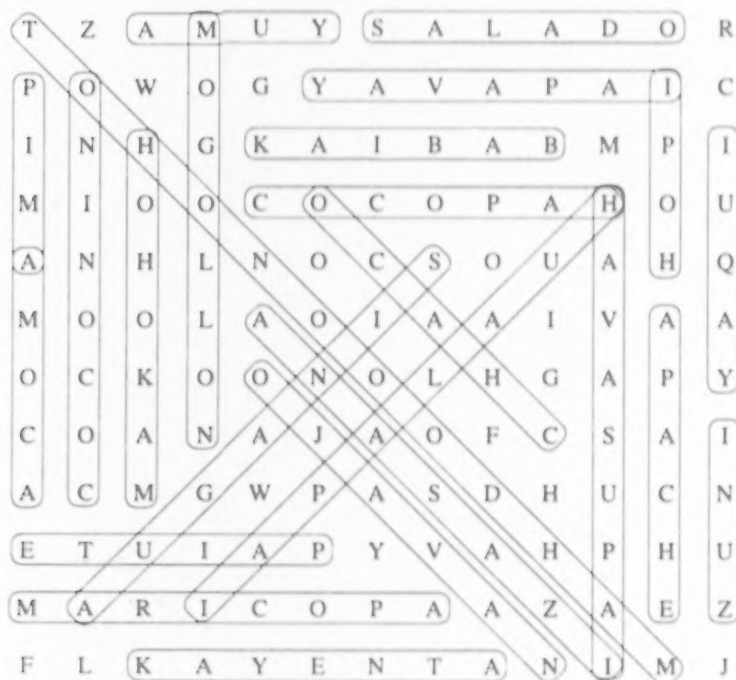
ACOMA
ANASAZI
APACHE
CHACO
COCONINO
COCOPAH
HAVASUPAI

HOHOKAM
HOPI
HUALAPAI
KAIBAB
KAYENTA
MARICOPA
MOGOLLON

NAVAJO
PAIUTE
PIMA
SALADO
SINAGUA
TOHONO OODHAM
YAQUI

YAVAPAI
YUMA
ZUNI

SOLUTION: SOUTHWEST NATIVE AMERICAN WORD FIND



ARIZONA PLANTS WORD FIND

D	E	C	E	E	D	A	K	H	S	U	R	B	E	G	A	S	J	D	I
Y	S	X	D	W	N	K	W	C	S	C	O	T	T	O	N	W	O	O	D
F	O	L	R	O	N	I	E	T	I	U	Q	S	E	M	M	N	S	O	N
G	R	S	E	C	Y	K	P	N	G	N	B	I	P	E	D	A	H	W	B
J	A	A	V	O	B	R	F	A	P	N	N	E	X	D	F	O	U	N	A
N	N	L	O	T	F	P	H	L	S	S	X	I	T	M	P	O	A	O	R
W	O	L	L	I	W	E	T	O	Y	O	C	M	K	O	K	V	T	R	R
O	Z	O	A	L	D	M	K	T	N	A	R	R	U	I	S	L	R	I	E
L	I	H	P	L	D	I	D	W	N	T	O	E	U	G	N	O	E	S	L
L	R	C	T	O	S	B	X	G	I	W	I	R	D	B	L	N	E	Y	C
A	A	X	B	R	E	R	O	M	A	C	Y	S	A	N	O	Z	I	R	A
M	B	U	F	F	A	L	O	B	E	R	R	Y	S	U	O	A	G	K	C
E	C	C	X	C	D	I	C	H	G	N	A	J	G	N	G	P	K	B	T
B	R	A	E	P	Y	L	K	C	I	R	P	G	S	R	D	A	Y	G	U
O	H	K	O	R	G	A	N	P	I	P	E	C	A	C	T	U	S	N	S
L	F	P	I	N	Y	O	N	P	I	N	E	P	G	V	C	V	O	O	Z
G	P	H	N	P	Z	L	N	Y	P	O	Q	Y	I	C	E	H	H	C	H
Y	L	S	B	G	G	R	T	M	C	L	P	W	A	N	E	P	S	A	L
B	G	M	A	N	Z	A	N	I	T	A	A	W	W	L	U	P	I	N	E
M	D	T	V	B	R	I	T	T	L	E	B	U	S	H	D	J	Y	D	M

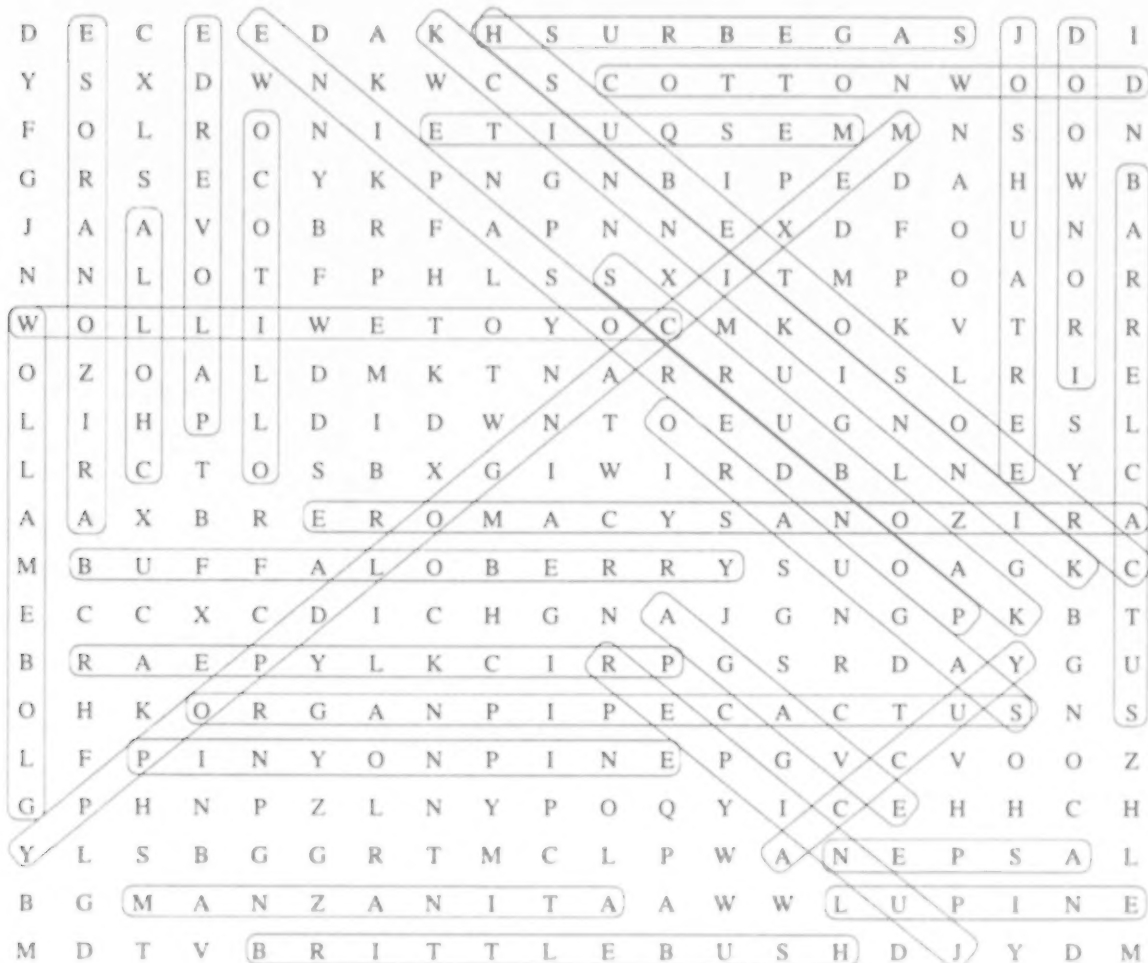
WORD LIST: ARIZONA PLANTS WORD FIND

AGAVE
ARIZONA ROSE
ARIZONA SYCAMORE
ASPEN
BARREL CACTUS
BRITTLE BUSH
BUFFALOBERRY
CHOLLA
COTTONWOOD
COYOTE WILLOW
CREOSOTE BUSH

GLOBE MALLOW
IRONWOOD
JOSHUA TREE
JUNIPER
KINNIKINNICK
LUPINE
MANZANITA
MESQUITE
MEXICAN GOLDPOPPY
OCOTILLO
ORGAN PIPE CACTUS

PALO VERDE
PINYON PINE
PONDEROSA PINE
PRICKLY PEAR
SAGEBRUSH
SAGUARO
SCRUB OAK
YUCCA

SOLUTION: ARIZONA PLANTS WORD FIND



ARIZONA WORD FIND

X	S	A	Z	G	C	J	E	I	A	A	Z	D	A	T	S	E	I	F
R	A	E	B	K	C	A	L	B	T	F	M	A	X	P	S	G	V	V
E	N	M	B	O	B	C	A	T	O	A	N	A	U	G	I	C	W	D
E	D	A	G	L	K	K	G	U	T	D	R	J	E	L	X	E	R	P
D	S	D	C	N	I	R	H	R	K	O	A	K	A	K	N	E	R	P
E	T	R	R	B	F	A	O	M	A	Q	A	M	C	L	T	O	Q	G
L	O	E	E	A	O	B	U	Z	B	N	O	M	D	A	O	W	R	K
U	N	V	V	D	Z	B	R	Q	S	N	D	O	R	S	P	N	O	R
M	E	O	I	G	Q	I	Z	E	S	A	O	C	E	G	M	O	A	X
J	X	O	R	E	I	T	L	T	N	L	R	V	A	C	N	I	D	W
Q	S	H	O	R	Y	T	E	D	F	O	E	R	S	N	Z	P	R	C
S	A	L	D	L	T	R	W	H	E	L	T	B	O	F	Y	R	U	A
K	D	J	A	A	D	L	S	T	T	R	O	T	M	Y	H	O	N	V
C	J	E	R	D	Y	A	E	L	Q	Q	A	E	O	A	O	C	N	H
O	O	U	O	C	L	M	A	R	Y	O	W	L	B	C	G	S	E	P
W	G	Y	L	F	H	K	R	E	V	I	R	T	L	A	S	O	R	P
B	G	U	O	D	E	S	E	R	T	T	O	R	T	O	I	S	E	A
O	C	A	C	T	U	S	W	R	E	N	X	G	X	K	C	U	K	B
Y	C	O	P	P	E	R	N	G	V	G	N	Q	J	F	T	R	R	R

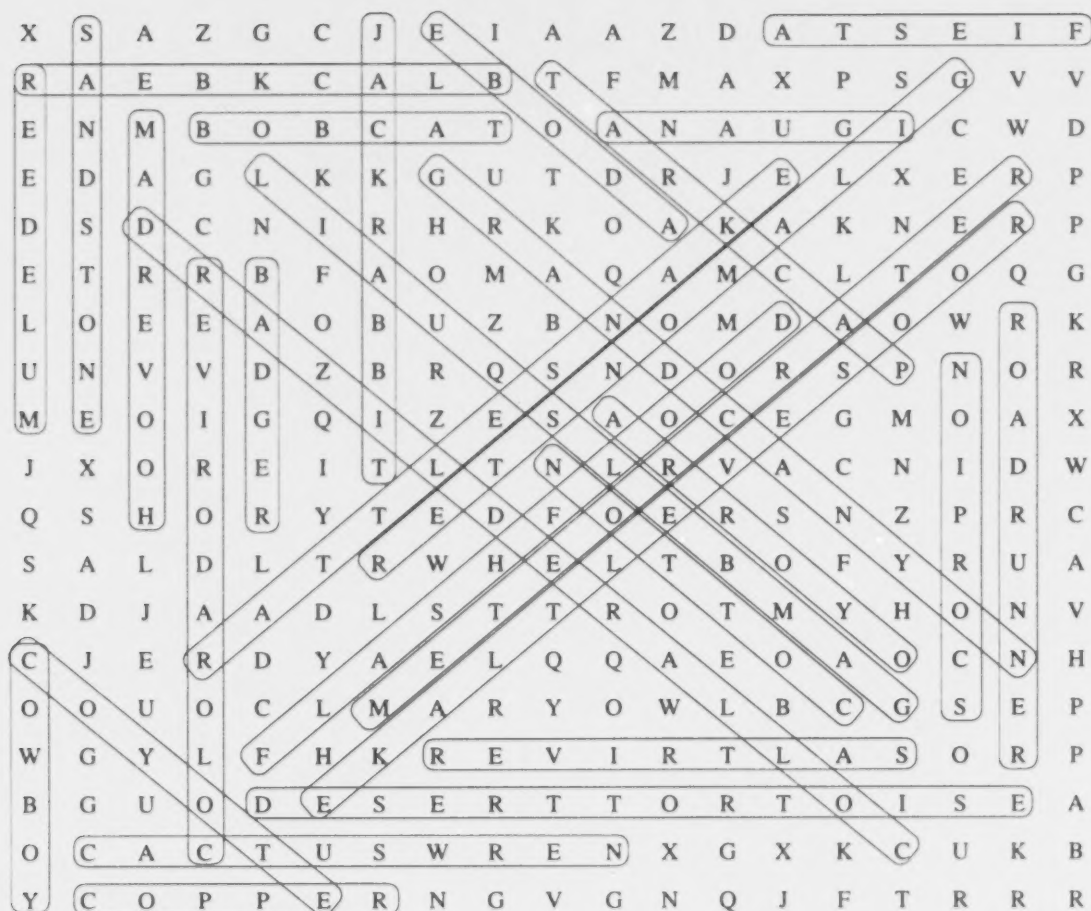
WORD LIST: ARIZONA WORD FIND

ADOBE
 ARROYO
 BADGER
 BLACK BEAR
 BOBCAT
 CACTUS WREN
 COLLARED LIZARD
 COLORADO RIVER
 COPPER
 COTTON
 COWBOY

COYOTE
 DESERT TORTOISE
 FIESTA
 FLASH FLOOD
 GAMBELS QUAIL
 GILA MONSTER
 GRAND CANYON
 HOOVER DAM
 IGUANA
 JACKRABBIT
 METEOR CRATER

MULE DEER
 PACK RAT
 RATTLESNAKE
 ROADRUNNER
 ROOSEVELT LAKE
 SALT RIVER
 SANDSTONE
 SCORPION

SOLUTION: ARIZONA WORD FIND



Arizona Search-A-Word

Find the **bold** words in this puzzle that have to do with Arizona

G R A N D C A N Y O N R Y F E D R E V O L A P
 O A Z G Y J D V H T J T D R D Z L A W F V M J
 L G X K M N V W Q N M F C H S J F G F H R W A
 D A S U P E R S T I T I O N Z Q U I P O L X M
 W B Z A P U Y T W Q O V Y X L H B Y J H F S Z
 A N Q X G C N T U G M Z O R Y D U K P T J K T
 T Z E T M U C I Q L B O T Y U K E R X C B N S
 E H N X Z K A F J V S P E Y F A D H J V L Q E
 R S W Q T U O R Z I T J Y F L W O P V K H S R
 A P N B Z K Y W O M O X U T A Q G K Q V E P O
 M J Z A C I M F S K N I H J G P U Y T R V X F
 A Q Z R E T A R C T E S N U S T Y O P S Y T D
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 Y 4 I Y R A U R B E F M L A R R O C K O J F A

Grand Canyon
 O.K. Corral
 Painted Desert
 Monument Valley
 Hunt (George)
 Sunset Crater
 Goldwater (Barry)
 Saguaro

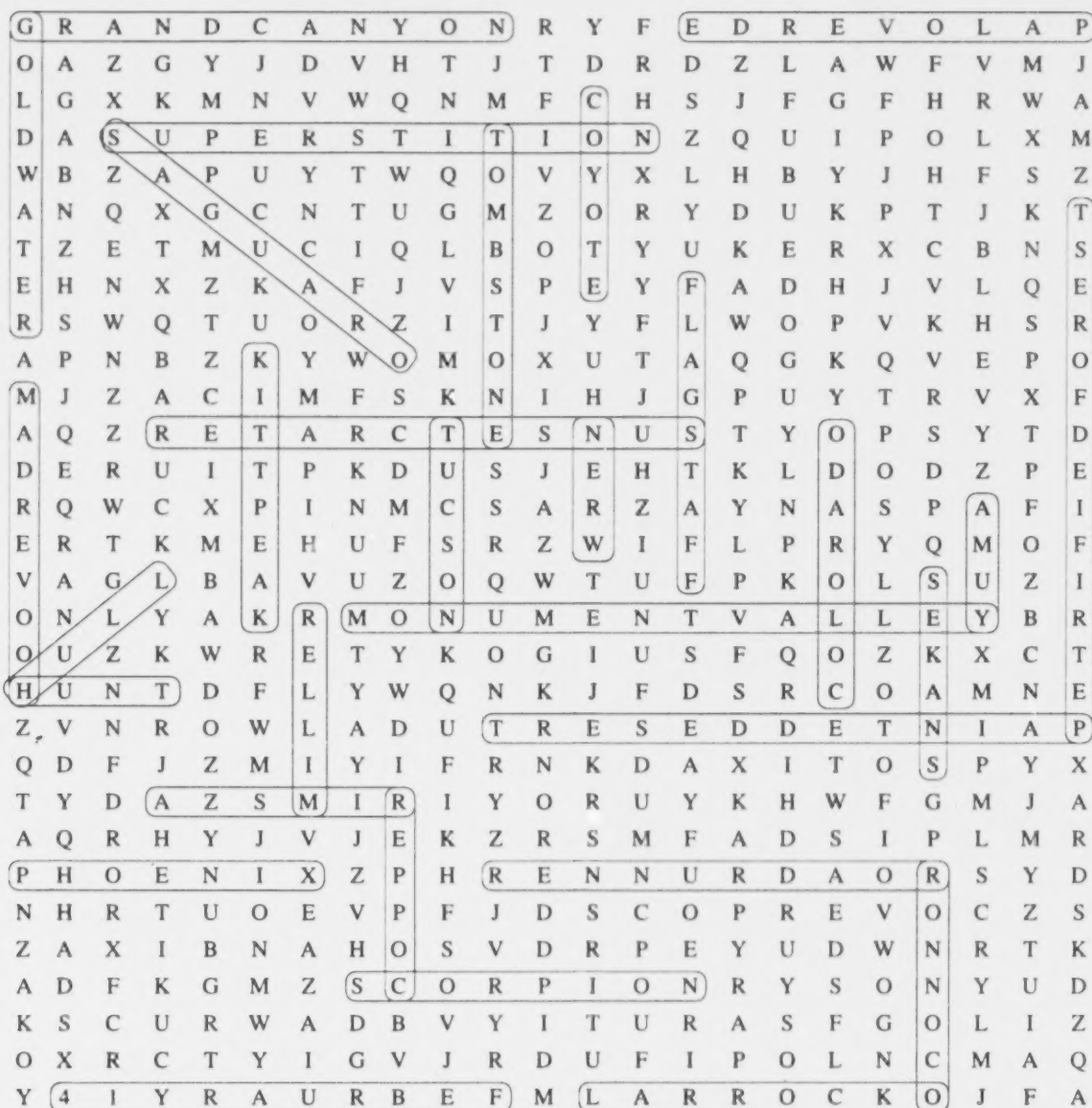
February 14
 Petrified Forest
 Tombstone
 Hoover Dam
 Supersitition (Mountains)
 Kitt Peak
 Wren
 Phoenix

Tucson
 Yuma
 Colorado (River)
 Coyote
 Scorpion
 O'Connor (Sandra Day)
 Miller (George)

Flagstaff
 Hull (Jane Dee)
 Palo Verde
 Road Runner
 Snakes
 Rimsza (Skip)
 Copper

Arizona Search-A-Word

Find the **bold** words in this puzzle that have to do with Arizona



Grand Canyon
O.K. Corral
Painted Desert
Monument Valley
Hunt (George)
Sunset Crater
Goldwater (Barry)
Saguaro

February 14
Petrified Forest
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READ ARIZONA

Listed below are names of famous Arizonans. Match the person in column A with their accomplishment in column B.

<u>Column A</u>	<u>Column B</u>
1. __Hernando de Alarcon	A. U.S. Senator from Arizona and 1964 Republican nominee for President of the United States.
2. __Bruce Babbitt	B. Famous architect and builder of Taliesin West.
3. __Michael Glen Cunniff	C. First European to discover and explore the Colorado River.
4. __Henry Chee Dodge	D. Sixteenth Governor of Arizona.
5. __Grady Gammage	E. Famous Olympic long distance runner and the first person to be named to the Arizona Sports Hall of Fame. He was referred to in the press as the "Happy Hopi from Shongopovi".
6. __Barry Goldwater	F. First female justice of the United States Supreme Court.
7. __George Hunt	G. Famous geologist and explorer of the Grand Canyon.
8. __Irataba	H. Known for his wit and sense of humor, this United States Congressman from Arizona was once considered as a possible presidential nominee of the Democratic party.
9. __Lorna E. Lockwood	I. Tucson merchant and one-time Mayor who helped to create the first comprehensive school system in Arizona.
10. __Percival Lowell	J. Author of the final wording of the Arizona Constitution.
11. __Estevan Ochoa	K. First Governor of the State of Arizona.
12. __Sandra Day O'Connor	L. Chief and leader of the Mohave people who was known for his intelligence and skill as a peace maker.
13. __John Wesley Powell	M. President of Northern Arizona State Teacher's Collage (now NAU) and later, President of ASU.
14. __Winfield Scott	N. First Woman in the United States to be the Chief Justice of a State Supreme Court
15. __Sarah Herring Sorin	O. Navajo Chief and first chariman of the Navajo Trial Council.
16. __Louis Tewanima	P. Astronomer who's research on the possibility of a planet beyond Neptune led to the discovery of Pluto in 1930.
17. __Morris King Udall	Q. First female attorney in Arizona.
18. __Frank Lloyd Wright	R. Army chaplain and founder of Scottsdale.

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Arizona: Read All About It! A Bibliography for Teens

Beatty, Patricia. *By Crumbs, It's Mine!*. New York: Morrow, 1976.

Fourteen-year-old Damaris Boyd finds herself the owner of a traveling tent hotel in 1880s Arizona.

Beatty, Patricia. *How Many Miles to Sundown?* New York: Morrow, 1974.

In 1881, 13-year-old Beeler Quiney searches for her Father through New Mexico and Arizona Territories.

Beatty, Patricia. *Red Rock Over the River*. New York: Morrow, 1973.

Thirteen-year-old Dorcas gets mixed up in the escape of an outlaw from the Yuma prison.

DeVito, Cara. *Where I Want To Be*. Boston, MA: Houghton Mifflin, 1993.

After her father dies, 14-year-old Kristie must figure out her feelings about the rest of her life in Show Low, Arizona.

George, Jean Craighead. *River Rats, Inc.* New York: Dutton, 1979.

Teenagers Joe and Crowbar agree to transport a mysterious urn illegally down the Colorado River in the Grand Canyon.

Gray, Patsey. *Barefoot a Thousand Miles*. New York: Walker, 1984.

Thirteen-year-old Jim, an Apache from Arizona's Whitewater Reservation, goes on a search for his lost dog, Quick.

Harris, Marilyn. *Hatter Fox*. New York: Random House, 1973.

The tragic story of teenage Navajo, Hatter, and Teague Summer, the white doctor who helps her.

Hillerman, Tony. *Coyote Waits*. New York: Harper & Row, 1990.

On the Navajo reservation, Jim Chee tries to solve the murder of his friend and fellow police officer.

Hobbs, Will. *Big Wander*. New York: Atheneum, 1992.

Fourteen-year-old Clay hunts for his missing uncle who had been in the desert trying to save the wild Mustangs.

Hobbs, Will. *Downriver*. New York: Atheneum, 1991.

Fifteen-year-old Jesse and six other teens illegally run the whitewater of the Grand Canyon.

Hobbs, Will. *River Thunder*. New York: Delacorte Press, 1997.

Jesse and her friends reunite for a legal trip down the Colorado which proves as challenging as the first trip.

Holmas, Stig. *Apache Pass*. Tucson, AZ: Harbinger House, 1996.

A young Apache boy struggles with his people to defend their traditional Southern Arizona homeland.

Holmas, Stig. *Son-of-Thunder*. Tucson, AZ: Harbinger House, 1993.

An adopted Apache boy joins Cochise and Geronimo in the desperate struggle to protect their Arizona lands against Mexican invaders.

James, J. Alison. *Sing For a Gentle Rain*. New York: Atheneum, 1990.

James is called back to an Anasazi Cliff village from 700 years ago by a girl named Spring Rain.

Johnson, Annabel. *Gamebuster*. New York: Cobblehill Books, 1990.

Scott finds himself on a dangerous adventure when he discovers terrorists trying to steal Navajo lands.

Koertge, Ronald. *The Arizona Kid*. Boston, MA: Joy Street Books, 1988.

Sixteen-year-old Billy travels to Tucson where he gets to know his uncle, learns about rodeo, and falls in love with a racehorse rider named Cara.

La Farge, Oliver. *Laughing Boy*. Boston, MA: Houghton Mifflin, 1929.

The touching story of two young Navajos who fall in love.

Lampman, Evelyn Sibley. *White Captives*. New York: Atheneum, 1975.

Based on a true story, Mormon sisters Mary and Olive Oatman are captured by the Apaches in 1851.

Mayhar, Ardath. *Medicine Walk*. New York: Atheneum, 1985.

Twelve-year-old Burr sets off on a quest for survival when his Father's plane crashes in the Arizona desert.

Myers, Walter Dean. *The Righteous Revenge of Artemis Bonner*. New York: Harper Collins, 1992.

Fifteen-year-old Artemis travels to Tombstone, Arizona in 1862 to avenge the death of his uncle.

O'Dell, Scott. *Sing Down the Moon*. Boston, MA: Houghton Mifflin, 1970.

In the 1860s, fourteen-year-old Bright Morning, a Navajo girl, is kidnapped by Spanish slavers and her rescue leads to even more troubles.

Pitts, Paul. *Racing the Sun*. New York: Avon Books, 1988.

Twelve-year-old Brandon learns the importance of being Navajo and finds himself in conflict with the white world in which he's grown up.

Schellie, Don. *Kidnapping Mr. Tubbs*. New York: Four Winds Press, 1978.

Two teenagers sneak an almost-100-year-old ex-cowboy from his rest home to the Arizona ranch where he spent his life.

Swarthout, Glendon Fred. *Bless the Beasts and Children*. Garden City, NY: Doubleday, 1970.

The "reject" kids at Arizona's Box Canyon Boys Camp set off together on a mission to set a buffalo herd free.

Swarthout, Glendon Fred. *Whichaway*. New York: Random House, 1966.

Fifteen-year-old Whichaway finds himself thirty feet above ground on an isolated windmill platform with two broken legs in 1920s Arizona.

Vick, H.H. *Tag Against Time*. Tucson: Harbinger House, 1996.

Tag's attempts to travel back to our present time from the days of the Sinagua lead him on some unexpected detours.

Vick, H.H. *Walker of Time*. Tucson, AZ: Harbinger House, 1993.

Walker and his buddy, Tag, travel back in time to early Walnut Canyon.

Vick, H.H. *Walker's Journey Home*. Tucson: Harbinger House, 1995.

Walker finds himself leader of his Sinagua tribe when he must lead them on a dangerous journey to survival.

Zell, Steve. *Wizard*. New York: St. Martin's Press, 1994.

Bryce and Megan discover the terrible secret of the Wizard mine, which turned Pinon Rim into a ghost town.

SPECIAL NEEDS CHILDREN AND THE ARIZONA READING PROGRAM

Involving Visually and Physically Handicapped Children
in the Arizona Reading Program

SPECIAL NEEDS INFORMATION

Visually impaired or physically handicapped children in your community may want to participate in your Summer Reading Program along with their peers. The Braille and Talking Book Library can help you include them in your program.

There are a few simple things you can do to help make visually impaired children more comfortable in your library. Identify yourself when you greet someone with a visual impairment. Let the child know what you are doing and where you are going. Ask if the child needs assistance getting around the library and let the child take your arm, which allows you to be the guide. If the child becomes loud or disruptive, do not be afraid to discipline him as you would a sighted child. Do not single the child out or allow inappropriate behavior because you feel sorry for him. Just make sure that the child knows what is acceptable and unacceptable.

With a little help, visually impaired, blind, or otherwise handicapped children can participate in much of regular library programming. For story hours, select the story carefully so that understanding of the text does not depend upon illustrations. If the child can't see gestures, or facial expressions, try to include objects and tactile experiences. In some cases, if the library has volunteer helpers for story hour, the helper can sit with the child and help with gestures, etc. Parents may also wish to participate with their child. The storyteller can use hearing, touch, tasting, smelling, imagination, and emotions to encourage the listeners' interest. Visually impaired children also enjoy films or video if the films are introduced and given explanation when needed. Many children's books are printed in larger than normal print, and children who read large print may be able to enjoy summer reading if they are directed toward these books. Discuss the child's needs with the child and the parents and do not avoid words such as see, look, and read. Encourage ALL the children in your story programs to see with their "inside eyes" or use their imagination, as you tell stories.

The Talking Book Library will provide the child and the librarian with catalogs of recorded juvenile books available through our program. There are also many books recorded locally. Many are on Arizona or Southwest subjects, and many are of juvenile or Young Adult interest. Our Reader Advisors may suggest some of these, and are available for consultation by phone.

Our newsletter will encourage our readers to participate in their local library's summer reading program by using talking and Braille books. We intend to support your efforts to include these children in your programs and are available by phone every weekday from 8 a.m. to 5 p.m. at 1-800-255-5578 or, in the Phoenix area at 255-5578.

Talking Book/Braille Service Overview

What is available?

Talking books, Braille books, and catalogs of titles; talking books are complete books recorded on cassettes or records. They are circulated throughout the state by the Arizona State Braille and Talking Book Library in cooperation with the National Library Service for the Blind and Physically Handicapped (NLS), a division of the Library of Congress.

The book collection is much like that of a public library; books are selected to appeal to a wide range of reading interests. Registered borrowers receive large print catalogs and the bimonthly *Talking Book Topics or Braille Book Review* to use in selecting books they wish to read. A separate set of catalogs list books for children.

It is necessary to use the NLS playback equipment because the books are recorded at a slower speed not generally available on commercial equipment. Record and cassette players are loaned free of charge as long as library materials are being used.

Accessories for the equipment which are available for loan include: extension levers for the cassette player; special amplifier for use with headphones for hearing impaired persons; remote control unit; and solar battery charger.

There is no charge for any of the materials. Books and equipment are mailed to the reader and back to the library postage free.

Who is eligible?

Anyone unable to read conventional print, hold a book, or turn pages due to a physical limitation is eligible. This includes blind children, children whose visual disability prevents the reading of standard print material, physically handicapped children unable to handle standard print material, and children having a reading disability resulting from an organic dysfunction of sufficient severity to prevent their reading of printed material in a normal manner.

In cases of blindness, visual disability, or physical limitations, the disability may be certified and the application signed by doctors of medicine or osteopathy, ophthalmologists, optometrists, registered nurses, therapists and the professional staff of hospitals, institutions, and public or welfare agencies, or a professional librarian. In the case of reading disability from organic dysfunction, the application must be signed by a doctor of medicine or osteopathy, who may consult with colleagues in associated disciplines (such as school psychologists or learning disability teachers).

For more information about eligibility and certification, contact the Arizona State Braille and Talking Book Library at 255-5578; outside the Phoenix area, call 1-800-255-5578.

How does the service begin:

Obtain and complete an application form; eligibility must be certified before equipment can be loaned. Return the completed application to the Library. Equipment is sent to eligible patrons, and a Readers Advisor contacts each new patron to begin service, discuss reading interests, etc.

Patrons may submit request lists; or, staff will select books for patrons in the subject areas they designate. When one book is returned to the library, another is sent. They may always increase or

decrease the number of books sent, place a "hold" on service temporarily, or modify their reading interest list.

For more information, contact Linda Montgomery, Director, Library for the Blind and Physically Handicapped Division:

State of Arizona
Department of Library, Archives and Public Records
Talking Book and Braille Library
1030 North 32nd Street
Phoenix, AZ 85008
(602) 255-5578
In-State WATS: 1-800-255-5578
FAX #: (602) 255-4312

SOME ADDITIONAL IDEAS FOR INCLUDING SPECIAL NEEDS CHILDREN AND TEENS

Do not forget special needs teens when choosing teen volunteers for your programs. They may participate in book reviews, helping other special needs kids, book repair, or other activities. Discuss with the volunteer what he or she would like to do and what limitations they have. You'll find that special kids can also be special volunteers!

Very young children usually need little guidance in accepting a blind child in their circle. They quickly learn to show him a toy, for example. Older children and adults sometimes have to be encouraged to invite a blind companion to join their fun. Don't assume that a disabled child cannot possibly run around or play ball. Children in wheel chairs or with canes can participate in many games with guidance. Blind players can bat a ball from a tee, or use a beeper ball. If you don't have these mechanical devices, clapping, ringing a bell, or using your voice to direct the player can be used for ball games or relays. Batting in a kickball game is easy if the pitcher stands close in, rolls the ball carefully, and calls out when he releases the ball. The blind player can run to a voice calling him on each base, or run with a friend. Blind children can also be flexible in informal play, taking someone's arm when they are actually running. Try having blindfolded games for all players, with sound or touch as the guides. Tricycle races are fun for all, just make sure that the direction in which to go is clear, and once again have a "buddy" and or sound guides. Tug of war and rope pulls are fun for all. Playing as wheel barrows, creeping over obstacles, pushing wagons, weighted boxes, etc., and doing yoga exercises such as cat, cow, or cobra can be fun for all and give a sporty tone to your activities.

What kinds of other activities are good for including children who cannot see or perhaps need to increase their grip or finger strength? Tearing paper and fabrics, squeezing water or paint from sponges or syringe medicine droppers, playing with play dough and bread dough, playing with manipulative toys, using paper hole punch, using glue sticks, tracing around cookie cutter shapes or frosting cookies, water painting with large brushes, are a few ideas. Blind children also enjoy large wooden or rubber puzzles and sand table activities. Simple cooking activities using garlic press, potato masher, stirring, sifting, etc. are easy for all young children to learn, so don't exclude your visually impaired or blind child. They may need extra assistance but be sure to consult with the parents of the child so that you don't give too much help when it is not needed.

To add awareness to your non-handicapped children, you may want to invite a person who has a guide or service dog as a companion to visit and explain its training and work. These dogs may help their owners who cannot hear or have mobility problems.

PARENT GUIDES

Some parent guides your patrons might find useful to follow.

Guide To Toys For Children Who Are Blind Or Visually Impaired, jointly produced at no cost by the American Foundation for the Blind and Toy Manufacturers of America (contact American Foundation for the Blind at (800) 232-5463.

A Toy Guide For Differently-Abled Kids, distributed at no cost by The National Parent Network on Disabilities (contact National Parent Network on Disabilities, 1600 Prince St. #115, Alexandria, VA (703) 684-6783 (V/TDD).

Materials For Blind Parents, available free from the National Federation of the Blind Materials Center, 1800 Johnson St., Baltimore, MD 21230 (410) 639-9314. This last is a set of two 1-7/8 ips two-track cassettes, tone-indexed.

For families with access to computer and modem, there are hundreds of resources for parents of children with special needs on the *Local Interagency Network Communication System*. This electronic bulletin board operates 24 hours a day. There are no registration fees. For more information, contact *PHP-The Family Resource Center for Children with Special Needs* at (408) 288-5010 (voice).

The Foundation for Blind Children is an organization in Phoenix which has many activities during the summer, usually including a Braille reading program. Contact them at 1231 E. Harmont Drive, Phoenix, Arizona 85020-3864 (602) 331-1470.

SUMMER READING, ARIZONA AND THE SOUTHWEST, 1999

FICTION

Altman, Linda Jacobs. *Amelia's Road*. Published: 1993. Juvenile Short. Level: K-3. AZC 01985. Female Reader: Hoelzen, Imogene.

Amelia's family are migrant workers so she moves all the time. Her dream is of a white house where she can live forever without ever having to take to new roads and new places again. One day, Amelia finds an 'accidental road' while walking back to camp from school, just a footpath really, that doesn't go anywhere on purpose. At the end of the accidental road is a tall tree which Amelia adopts as her own. Even though her family has to move on, Amelia finds a way to make sure it is a place she can come back to. Grades K-3. C-30.

Anastasio, Dina. *The Case of the Grand Canyon Eagle (#1 Juliet Stone Mystery)*. Published: 1994. Juvenile. Level: 5-8. AZC 02032. Female Reader: Denny, Sharon.

Seventeen-year-old Juliet Stone finds mystery and adventure during a summer visit with her aunt and uncle at the bottom of the Grand Canyon. Grades 5-8.

Anderson, C. W. *Blaze And The Mountain Lion*. Published: 1993. Juvenile Short. AZC 01863. Female Reader: Rudyk, June.

Billy and his pony are out riding when they come upon a fierce mountain lion. Billy and his trusty steed, Blaze, chase the beast into its cave and rescue a stranded calf. All in a day's work for the intrepid pair from Anderson's *Billy and Blaze* Series. Grades K-3.

Arnold, Elliott. *Blood Brother*. Published: 1979. Young Adult Long. Level: J&S. RC 25424. Male Reader: Smith, Merwin.

A young cavalry lieutenant falsely accuses Cochise, chief of the Apache nation, of kidnapping a white child, and out of this incident grows the fiercest Indian War in the history of the Southwest. Tom Jeffords, postmaster of the territory, goes to speak with Cochise, who is greatly impressed with Jeffords' bravery. For junior and senior high readers. Rerecord of TBB 2238.

Baylor, Byrd. *Coyote Cry*. Published: 1972. Juvenile Short. Level: 2-4. AZC 01460. Female Reader: Johnston, Judy.

When a coyote steals one of his collie's pups to raise, a shepherd boy learns that wild creatures must follow their instincts. Grades 2-4.

Baylor, Byrd. *Guess Who My Favorite Person Is?* Published: 1992. Juvenile Short. Level: K-3. AZC 01833. Female Reader: Johnston, Judy.

Two people share their favorite things while lying down in an alfalfa field on a beautiful summer day. Grades K-3.

Baylor, Byrd. *One Small Blue Bead*. Published: 1992. Juvenile. Level: K-3. AZC 01875. Female Reader: Dunnion, Dorothy.

Out in the desert sand, a small blue bead rests. How long has it been there? Ten thousand years and a day? Back when a band of men lived in a cave and one old man and a boy dare to dream of other hillsides and perhaps other people in the wide, lonely land: will you be the one to find what they left behind? Grades K-3.

Beatty, Patricia. *The Bad Bell of San Salvador*. Published: 1973. Juvenile. Level: 6-9. RC 09218. Female Reader: Paul, Ann.

Dramatic tale set in Southern California of the 1840's. A hostile young Comanche, kidnapped as a child by Mexicans, lives for the day he can steal a horse and escape. For grades 6-9.

Beatty, Patricia. *Red Rock Over the River*. Published: 1973. Juvenile Long. Level: 5-8. RC 08909. Female Reader: Anderson, Anita.

In Arizona of the 1880's, Dorcas Fox becomes a hostage in a terrifying balloon ride over the desert. For grades 5-8.

Beatty, Patricia. *Wait For Me, Watch For Me, Eula Bee*. Published: 1978. Juvenile Short. RC 16069. Female Reader: Chodoff, Anne.

The only survivors of a Comanche raid on their Texas farm, young Lewallen and his four-year-old sister are taken captive by the Indians. With his father and brother serving in the Confederate Army, Lewallen seeks to free himself and his sister from their Indian captors. For grades 5-8.

Begaye, Lisa Shook. *Building A Bridge*. Published: 1993. Juvenile Short. Level: P-2. AZC 01901. Female Reader: Johnston, Judy.

Two little girls, one Anglo, one Navajo, begin kindergarten the very same day, in a school just off the reservation. Their teacher, Mrs. Yazzie, shows them a 'magical' set of blocks, and the little girls build a beautiful bridge together. Preschool-Grade 2.

Benedict, Rex. *Good Luck Arizona Man*. Published: 1972. Juvenile Short. Level: 6-9. RC 06840. Male Reader: Ryle, Charles.

Arizona Boy, a half-white Apache, rides off to solve the mystery of his origins and to find the cursed gold of the Guadalupes. His search combines great daring and good luck with one of the most fantastic chases in the history of the West. For grades 6-9. RRCD RD 6840.

Blood, Charles L., and Martha Link. *The Goat In The Rug*. Published: 1976. Juvenile Short. Level: 2-4. AZC 01431. Female Reader: Rasmussen, Barbara.

Geraldine, a goat, describes each step as she and her Navajo friend make a rug, from the hair clipping and carding to the dyeing and actual weaving. Grades 2-4.

Boyer, Glenn G., Ed. *Wyatt Earp's Tombstone Vendetta*. Published: 1994. Adult, Young Adult Long. Level: J&S. AZC 02184. Male Reader: Huss, Dave (Wa-Bph).

A novel which reads like nonfiction, gives the reader the feeling of personally experiencing the adventures of the Earps and other characters in the story of the Tombstone vendetta. Junior high and Sr. high and older readers.

Buchanan, Ken. *This House Is Made of Mud*. Published: 1991. Juvenile Short. Level: K-3. AZC 01813. Female Reader: Brock, Lois.

A family builds an adobe house in the southwestern desert. Grades K-3.

Bulla, Clyde Robert, and Syson, Michael. *Conquista!* Published: 1978. Juvenile Short. Level: K-3. AZC 01440. Female Reader: Skelton, Bette.

At the time of Coronado's exploration for a fabled city of gold, a young Indian boy encounters his first horse. Grades K-3.

Burn, Doris. *The Tale of Lazy Lizard Canyon*. Published: 1977. Juvenile Short. Level: 3-6. RC 12844. Male Reader: Tenny, Hal.

A sweet-talking, fun-loving cowboy and a lovely young girl outsmart both their families and settle a long feud over Lazy Lizard Canyon. A humorous spoof of the West that was. For grades 3-6.

Clark, Ann Nolan. *Little Boy With Three Names: Stories Of Taos Pueblo*. Published: 1990. Juvenile Short. Level: 3-6. AZC 01745. Female Reader: Hoelzen, Imogene.

Little Joe comes home from school for the summer and rediscovers his Indian culture. He helps fight a forest fire, chooses his own horse, and journeys to the sacred Blue Lake. Grades 3-6.

Clark, Ann Nolan. *Sun Journey*. Published: 1988. Juvenile Short. Level: 4-7. AZC 01773. Female Reader: Balzano, Catherine.

Zedo, a 10-year-old Zuni boy, learns from his grandfather the ways of his people. He learns about prayer sticks and planting, games, rituals, and dancing. Grades 4-7.

Clark, Ann Nolan. *This For That*. Published: 1965. Juvenile Short. Level: K-3. AZC 01489. Male Reader: Brahs, Dwight.

A young Papago boy's every day name is Put-it Pick it because he's always putting one thing down to pick up something else. When he comes home with the wrong thing too many times, Grandfather decides he will find a way to change this habit. Grades K-3.

Coren, Alan. *Arthur The Kid*. Published: 1977. Juvenile Short. Level: 4-7. RC 12974. Male Reader: Guidall, George.

Ten-year-old Arthur the Kid takes over an outlaw gang and changes their lives forever. A fast-paced spoof. For grades 4-7.

Coren, Alan. *Buffalo Arthur*. Published: 1978. Juvenile Short. Level: 4-7. RC 14164. Male Reader: Stratton, John.

Ten-year-old Buffalo Arthur responds to a newspaper ad for help and finds himself on the Dusty D Ranch searching for a gang of greedy rustlers. A tounge-in-cheek Western for grades 4-7.

Creech, Sharon. *Walk Two Moons*. Published: 1994. Juvenile Short. Level: 3-6. RC 39621. Female Reader: Pardee, Martha Harmon.

A year ago, Sal's grieving Mother left Sal and her Father to visit Idaho and never returned. Sal's Father has accepted that his wife is not coming back, but Sal has not. As she and her grandparents travel to Idaho to find her Mother, Sal tells them an extensively strange story about her new friend Phoebe, whose Mother also disappeared. Sal gets to walk 2 moons in her Mother's moccasins. Grades 3-6 and older readers. **Newbery medal.**

Devito, Cara. *Where I Want To Be*. Published: 1993. Juvenile. Level: 6-9. AZC 02059. Female Reader: Fisk, Shirley.

Kristie hates being stuck in a small town like Show Low, Arizona. She has lived with her much older half-brothers ever since her Mother left and her Father died. As her summer develops, Kristie's Mother reappears in her life one day, and Kristie is faced with anything but a boring existence. As her brother Derrin tells her, "Life should come with a lifetime guarantee, baby girl, but it doesn't, so we make the best we can of what we get." Grades 6 and up.

Dorame, Anthony. *Peril at Thunder Ridge*. Published: 1993. Juvenile Short. Level: 4-7. AZC 01969. Female Reader: Lincoln, Joan.

Myron, a Native American teenager, joins forces with his friends at an environmental summer camp, to fight the misuse of forest resources. Grades 4-7.

Dorris, Michael. *Sees Behind Trees*. Published: 1996. Juvenile Short. Level: 3-6. RC 43898. Male Reader: Sandvold, Erik.

In the 16th-Century, Walnut is a Native American boy who discovers that he does not see as well as others do. He develops his other senses to earn both the respect of his people and his adult name, Sees Behind Trees. He then accompanies an elder warrior to find the mysterious land of water. For grades 3-6.

Edwards, Frank B.; Illustrated by John Bianchi. *A Dog Called Dad*. Published: 1994. Juvenile Short. Level: K-3. AZC 02132. Female Reader: Bates, Bonnie.

A young boy tells how the coyotes near his family's chicken ranch stole his Dad when he was just a baby. When Dad finally came back after a few years, he had a hard time adjusting to people's ways--and mostly he missed his desert pals. Grades K-3.

Garaway, Margaret Kahn. *Dezbah and The Dancing Tumbleweeds*. Published: 1995. Juvenile Short. Level: 3-6. AZC 01956. Female Reader: Haie, Paula.

Even though the doctors can find no medical reason why Dezbah cannot walk after an accident, the 12-year-old Navajo girl is convinced she has lost her dream of running in the Olympics. Then a teacher, a medicine man, and a traveling ballet company combine to give her a new direction in life. Grades 3-6 and older.

Gear, Kathleen O'Neal and W. Michael Gear. *People of The Silence (#8 The First North Americans)*. Published: 1996. Adult, Young Adult Long. Sex, Violence. RC 44626. Male Reader: Zeiger, Jim.

This sequel to 'People of the Lightning' (RC 43174) focuses on the Anasazi people of what is now Northwestern New Mexico. In the mid-12th century, teenaged cornsilk and poor singer seek their beginnings amid the fall of an empire beset by internal warfare. Violence and some descriptions of sex. For senior high and older readers.

Gessner, Lynne. *Navajo-Slave*. Published: 1976. Juvenile Short. Level: 5-8. RC 13400. Male Reader: Paris, Roy, Htb.

In the American Southwest, Straight Arrow, a Navajo boy, is captured and sold as a slave to a Spanish nobleman. Though Straight Arrow eventually learns to accept friendship from his owners, his desire for freedom remains strong. For grades 5-8.

Gifaldi, David. *Gregory, Maw, And The Mean One*. Published: 1992. Juvenile Short. Level: 4-7. AZC 02031. Female Reader: Dunnion, Dorothy.

Maw, a black crow, had raised Gregory ever since she found him in her nest one day. The unlikely combination of boy and crow are the only ones smart and brave enough to take on the nastiest and smelliest outlaw of all time, 'The Mean One'. Grades 4-7.

Goble, Paul. *Death of the Iron Horse*. Published: 1987. Juvenile Short. Level: 2-4. RC 29420. Male Reader: Polk, John.

The Cheyenne Indians are determined to stop the settlers from moving westward and are angry over the railroad running through their land. A daring group of Cheyenne Indians derails and raids a freight train. For grades 2-4 and older readers.

Goble, Paul. *The Gift of the Sacred Dog*. Published: 1980. Juvenile Short. Level: K-3. AZC 01309. Female Reader: Aron, Louise (Colo. L).

A legend from the Great Plains Indians telling how the horse (*The Sacred Dog*) was given to the Indian people by the great spirit. K-3.

Golio, Janet and Mike Golio. *A Present From The Past: An Environmental Adventure*. Published: 1995. Juvenile Short. Level: 4-7. AZC 01964. Female Reader: Allen, Eadie.

A young girl and her friends seek to protect an archaeological site in the South Mountain area of Phoenix, and become part of a cycle of events stretching from the time of the Hohokam Indians of the 10th Century into a possible future. For grades 4-7.

Green, Timothy. *The Mystery of Navajo Moon*. Published: 1991. Juvenile Short. Level: K-3. AZC 01787. Female Reader: Rudyk, June.

A young Navajo girl goes on a magical night ride upon a silvery steed. Grades K-3.

Grey, Zane. *The Rustlers of Pecos County*. Published: 1982. Adult Young Adult. RC 23149. Male Reader: Kozlow, Buckley.

A novel of adventure, action, and romance set in Texas. Follows two rangers who attempt to clean out the ruthless rustlers who infiltrate the Texas Rangers. Also included is "Silvermane," the powerful story of a great white stallion.

Grey, Zane. *Silvermane*. Published: 1982. Adult Young Adult. More Titles. RC 23149. Male Reader: Kozlow, Buckley.

The powerful story of a great white stallion included with "*Rustlers of Pecos Country*."

Grossman, Patricia; Illustrated by Enrique O. Sanchez. *Saturday Market*. Published: 1994. Juvenile Short. Level: P-2. AZC 01910. Female Reader: Chuppa-Cornell, Kim.

The sights, sounds, and people who sell their wares at a busy Saturday Market in Mexico are described in this colorful story. Glossary of Spanish words is included. Preschool-Grade 2.

Hall, Lynn. *Half the Battle*. Published: 1982. Young Adult Short. Level: J&S. RC 20428. Female Reader: Bederman, Mimi.

Two brothers enter a dangerous 100 mile horseback race that has been widely publicized throughout New Mexico. For Blair, blind since birth, the race is his chance to prove to himself and everybody else that he has guts. But his brother Loren, tired of Blair getting attention simply by being blind, has a different kind of race in mind. Junior and senior high readers.

Hanson, June Andrea. *The Summer of the Stallion*. Published: 1979. Juvenile Short. Level: 5-8. RC 15014. Male Reader: Stuart, Roxana.

Janey's experiences in helping to capture and break a wild stallion change both her feelings about herself and her relationship with her crusty old Grandfather. For grades 5-8.

Harris, Marian. Illustrated by Jim Harris. *Goose and the Mountain Lion*. Published: 1994. Juvenile Short. Level: P-2. AZC 01947. Female Reader: Hale, Paula.

Goose is terrified. A mountain lion is in the neighborhood! All the other farm animals are sure of it, and goose has 4 beautiful eggs almost ready to hatch. Every morning, an egg is found missing, how the mystery is solved will surprise you. Preschool to Grade 2.

Hotze, Sollace. *A Circle Unbroken*. Published: 1989. Young Adult Juvenile Short. Level: 5-8. RC 31781. Female Reader: Friendlander, Mitzi.

In 1838, at age 8, Rachel Porter is captured by a group of Sioux Indians. She is raised by the chief as his daughter until her real father, a minister, recaptures her 7 years later. Offended by the idea that she lived with heathens, he burns her clothes and forbids her to speak about her life with the Sioux. If only he knew how much she misses her other family. Grades 5-8 and older readers.

Hobbs, Will. *Beardance*. Published: 1993. Young Adult Juvenile Short. Level: 6-9. RC 39234. Male Reader: Linton, J.P.

Cloyd is again in the high-mountain meadows with his friend and mentor, Walter. While Walter searches for a lost gold mine, Cloyd looks for a mother grizzly and 3 cubs, reportedly the last grizzlies in Colorado. Cloyd believes that his fascination with bears is connected to his Ute heritage. He and Ursa, a wildlife biologist, find the bears, whose survival is in danger. Grades 6-9 and older readers.

Holmas, Stig; trans by Anne Born. *Son-Of-Thunder*. Published: 1993. Juvenile Short. Level: 4-7. AZC 02181. Female Reader: Hale, Paula.

Orphaned shortly after his birth, *Son-Of-Thunder* is raised by his uncle, Nachi, and Little Beaver, of the mountain Chiracahua. As the brother of Cochise, he joins in the fight for Apache survival. Grades 4-7.

James, Betsy. *The Mud Family*. Published: 1994. Juvenile Short. Level: K-3. RC 41380. Female Reader: Stewart, Carole Jordan.

Sosi's Anasazi family is worried because it has not rained for a long time. They are cross with Sosi, so she retreats to a dwindling pool where she makes a family of mud people. In this family, the daughter is the favorite and gets a lot of attention. For Grades K-3.

Johnston, Tony. *The Cowboy and the Black-Eyed Pea*. Published: 1992. Juvenile Short. Level: P-2. AZC 01911. Male Reader: Lutostanski, Steve.

As lovely Farethee Well's Daddy lies dying, he makes her promise she will only marry a 'real' cowboy, who will love her for herself and not just her herd of longhorns. As each of a series of city slickers and other fakes comes along, Farethee Well sends him off to ride the range with a tiny black-eyed pea stuck under his saddle (a 'real' cowboy is 'sensitive'; he would feel that pea). When each would-be suitor returns fresh as a Texas morning, Farethee Well begins to fear she will never find her one true love. Preschool-Grade 2.

Keene, Carolyn. *The Kachina Doll Mystery*. Published: 1981. Juvenile Short. Level: 4-7. AZC 01195. Female Reader: Dubsky, Bess.

Nancy Drew travels to Arizona to visit her friend's fitness-health resort where a fortune in Indian artifacts, the lost kachina dolls, is rumored to be hidden. While there, she discovers the real reason for mysterious accidents said to be caused by a curse of the Hopi Indians. Grades 4-7.

LaCapa, Kathleen & Michael. *Less Than Half, More Than Whole*. Published: 1994. Juvenile Short. Level: K-3. AZC 02129. Female Reader: Citron, Bea.

A child who is part Native American and part Anglo is concerned that he doesn't look like his friends who are not interracial. His Grandfather tells a story that helps him appreciate all the parts of his heritage. Grades K-3.

Lowell, Susan. *I Am Lavina Cumming*. Published: 1993. Juvenile Short. Level: 4-7. AZC 01918. Reader: Skelton, Bette.

Ten-year-old Lavina Cumming learns the meaning of the family motto, "courage", when she is sent off to Santa Cruz, California to live with her aunt, leaving behind her Father, 5 brothers, and everything familiar on their ranch in Arizona Territory. Set in 1905, Lavina begins a new life and new adventures. Grades 4-7.

Lowell, Susan. *The Tortoise and the Jackrabbit*. Published: 1994. Juvenile Short. Level: P-2. AZC 01933. Female Reader: Johnston, Judy.

A Southwest retelling of the tortoise and the hare tale. Other animals make their appearance, including roadrunner, rattlesnake, and even the javelinas and coyote. After all is said and run, tortoise gets her just desserts. Grades Preschool-2.

Lowell, Susan. *The Three Little Javelinas*. Published: 1992. Juvenile Short. Level: K-3. Hashad. AZC 01768. Female Reader: Johnston, Judy.

The story of "The Three Little Pigs" told Southwestern style, where the 3 javelinas build tumbleweed, saguaro rib, and adobe houses. Grades K-3.

Martin, Bill, Jr. and John Archambault. *Knots on a Counting Rope*. Published: 1987. Juvenile Short. Level: K-3. RC 27709. Male Reader: Stratton, John.

Boy-Strength-Of-Blue-Horses is a young Indian boy who is blind. He loves to hear his Grandfather tell the story of his birth, the training of his horse Rainbow, and the exciting horse race in which he participated. Grades K-3.

Mazzio, Jean. *Leaving El Dorado*. Published: 1993. Young Adult Juvenile Short. Level: 5-8. AZC 02124. Female Reader: Hale, Paula.

Fourteen-year-old Maude finds herself on her own after her Father abandons her in the frontier mining town of El Dorado in 1896. As she struggles to make a life for herself, she meets a variety of unusual people and expresses her feelings and concerns in a journal written in the form of letters to her dead Mother. Grades 5-8 and older.

Mazzio, Joann. *The One Who Came Back*. Published: 1992. Young Adult. Juvenile Short. Level: 6-9. AZC 01984. Male Reader: Yeater, Jim.

When Alex and his best friend Eddie ditched school that Friday, they went to the mountains where they often escaped from home and school. When Eddie disappears after challenging Alex to find him, Alex is faced with his own guilt feelings, the disbelief in his story of what happened, and worst of all, the suspicions of the police. Grades 6-9 and older readers.

McCafferty, Jim. *Holt and the Cowboys*. Published: 1993. Juvenile Short. Level: 2-4. Hashad. AZC 01930. Female Reader: Johnston, Judy.

Holt Collier, the hunting guide who helped President Teddy Roosevelt give the teddy bear its name in '*Holt And The Teddy Bear*', was once a cowboy in Texas as well. The Afro-American ex-slave found his first day on a ranch tough, but became famous for the way he could break wild horses and break down prejudice in other cowboys. Grades 2-4.

McCafferty, Jim. *Holt and the Teddy Bear*. Published: 1991. Juvenile Short. Level: 2-4. AZC 01909. Female Reader: Brock, Lois.

Holt Collier, the most famous bear hunter in the South, was hired as a guide by President Teddy Roosevelt for a Mississippi bear hunt. Little did they know that this trip would bring about the origin of the most famous bear of all: the Teddy Bear. Grades 2-4.

McDermott, Gerald. *Arrow to the Sun*. Published: 1974. Juvenile Short. Level: P-2. AZC 01074. Female Reader: Skelton, Bette.

The lord of the Sun sent a spark of life to earth, and it became a boy. Several years later he searched for his father until arrowmaker made an arrow of the boy and sent him to the Sun. Caldecott award. Preschool - Grade 2.

Merino, Jose Maria. *The Gold of Dreams*. Published: 1986. Young Adult Juvenile Short. Level: 5-8. RC 39582. Male Reader: Hurt, Christopher.

Miguel Villace Yolotl, 15, longs to live up to the legacy of his Spanish conquistador father, who disappeared 11 years ago on an expedition. Miguel's Indian mother reluctantly allows him to leave their quiet Mexican village with his father's old compatriots on a mission to find a City of Gold. Miguel finds the truth about his father's disappearance and unsettling new wisdom grounded in his mixed heritage. Grades 5-8 and older readers.

Meyer, Carolyn. *Where the Broken Heart Still Beats: The Story of Cynthia Ann Park*. Published: 1992. Young Adult Juvenile Short. Violence. Level: 6-9. AZC 02198. Female Reader: Guichard, Jeanne.

In 1836, 9-year-old Cynthia Ann Parker was kidnapped from her home in West Texas by Comanche warriors. Twenty-five years later, although she had been completely assimilated into her comanche life, she was recaptured by Texas Rangers and forced to return to a pioneer community. Her story is a riveting examination of the conflicts between Native Americans and White Settlers. For grades 6-9 and young adults. Violence.

Moeri, Louise Save. *Queen of Sheba*. Published: 1981. Juvenile Short. Level: 5-8. RC 21791. Female Reader: Wagner, Miriam.

Twelve-year-old boy regains consciousness after an Indian massacre and discovers that the only other survivor is his pampered 6-year-old sister, Queen of Sheba. For grades 5-8 and older readers.

O'Dell, Scott. *The Amethyst Ring* (#3). Published: 1983. Young Adult. Level: J&S. RC 24574. Male Reader: De La Torre, Julio.

Spanish Seminarian Julian Escobar, worshipped as a god and known as Lord Kukulcan, sees the fall of the Mayas and Incas with the coming of Cortes and Pizarro. For junior and senior high readers.

O'Dell, Scott. *Feathered Serpent* (#2). Published: 1981. Young Adult. Level: J&S.. RC 24573. Male Reader: De La Torre, Julio.

The young Spanish Seminarian who the Mayas believe is their God Kukulcan, witnesses the coming of Cortes and the capture of the city of Tenochtitlan. Junior and senior high readers.

O'Dell, Scott. *Kathleen, Please Come Home*. Published: 1978. Young Adult Short. Level: J&S.

RC 13329. Female Reader: Friedlander, Mitzi.

After her mother accidentally causes the death of her Mexican boy friend, Kathleen runs away with her rebellious, sophisticated girlfriend to Baja, California. For junior and senior high readers.

O'Dell, Scott. *Sing Down the Moon*. Published: 1970. Juvenile Short. Level: 6-9. RC 25275.

Female Reader: Dulaski, Ilona.

A historical novel narrated by a Navajo girl and based on the tragedy of the 300-mile forced march of the Navajos to Ft. Sumner in 1864. She is soon to marry a handsome warrior, and although she is surrounded by enemies, Spaniards, American soldiers, and the Utes, she is unafraid. Grades 6-9. Rerecord of TB 3811 AZCB 1384.

O'Dell, Scott. *Thunder Rolling in the Mountains*. Published: 1992. Juvenile Short. Level: 5-8. RC

38901. Female Reader: Carter, June.

In 1877, the U.S. Army forced the Nez Perce tribe off its homeland and onto the reservation. The disagreement within the tribe over whether or not to resist; the heartbreak and pain of leaving; and the defiance, heroism, and eventual defeat are narrated by 14-year-old Sound of Running Feet, the daughter of Chief Joseph - Leader of the Nez Perce. Grades 5-8 and older readers.

Paulsen, Gary. *Canyons*. Published: 1990. Young Adult Juvenile Short. Level: 6-9. RC 36800.

Male Reader: Sedar, Scott.

In 1864, young Apache brave, Coyote Runs, cornered in a canyon, is shot by U.S. soldiers during the raid that was to make him a man. Over 100 years later, his skull, with a hole through its forehead, is discovered by Brennan Cole, 15-year-old loner who is camping in the canyons outside El Paso, Texas. Brennan is compelled to learn the story behind the skull, and to bring peace to Coyote Runs's restless spirit. Grades 6-9 and older readers.

Price, Joan. *Truth Is a Bright Star*. Published: 1982. Juvenile Short. Level: 4-7. AZC 01892

Female Reader: Skelton, Bette.

In 1832, Spanish soldiers stole 13 Hopi children and sold them into slavery. Twelve-year-old Loma is bought by trapper Big Jim to help him set beaver traps and tan hides. A friendship grows between the two, despite the harsh differences in their beliefs and ways of life. Grades 4-7.

Rossi, Joyce. *The Gully Washer*. Published: 1995. Juvenile Short. Level: P-2. AZC 02005. Female

Reader: Brooks, Elizabeth (Rr).

Leticia's grandfather shares with her fantastic tales of how he got his wrinkles, white hair, a round belly, and a bent back. Preschool-Grade 2.

Roybal, Laura. *Billy*. Published: 1994. Young Adult Juvenile Short. Level: 6-9. RC 40126. Male

Reader: Foushee, Ray.

When Will Campbell is kidnapped by his biological father, a rodeo rider, all the ten-year-old can think about is returning to his Iowa suburb. But six rugged years with Guillermo Melendez in rural New Mexico have given Will a solid sense of himself as Billy Melendez. He is anguished when his true identity is discovered and he is sent back to the family who didn't care enough to come find him. For grades 6-9 and older readers.

Russell, David A. *Superbike*. Published: 1991. Juvenile Short. Level: 4-7. AZC 02096. Male Reader: Means, Alan (Rrrb).

Bernard Wheel not only built his mountainbike out of discarded parts, he even names himself! He rides superbike through the hills and woods of his home in Arizona, flying higher and farther than anyone has ever jumped a bike before. Grade 4-7.

Schellie, Don. *Me, Cholay And Co.: Apache Warriors*. Published: 1973. Young Adult Short. Level: J&S. AZC 01476. Male Reader: Grossman, Arthur.

Cholay, an Apache prisoner at Camp Grant, attempts an escape but is stopped by a tackle and a few well placed blows from Joshua. The two of them become best friends and combine forces to rescue Apache children who were kidnapped by Papagos in a raid on Cholay's village. Junior and senior high readers.

Schenker, Dona. *Throw a Hungry Loop*. Published: 1990. Young Adult. Juvenile Short. Level: 6-9. RC 36973. Female Reader: Gleason, Marilyn.

Texas Tres Bomer lives with his ne'er-do-well Father on his grandfather's ranch. Tres is 13, and his ambition is to become a professional rodeo cowboy. What he needs is a good roping horse, and he comes up with a plan to sell his soon-to-calve heifer and buy an ex-racehorse from his friend Coot's brother. But his Grandfather insists that he earn his dream, and Tres endures ridicule and hard work to achieve his goal. Grades 6-9.

Shepard, Aaron. *The Legend of Lightning Larry*. Published: 1993. Juvenile Short. Level: P-2. AZC 01919. Reader: Brooks, Elizabeth (Rrrb).

Lightning Larry shoots bad guys with bolts of light instead of bullets, and makes them go straight. It's time for a showdown with the worst of the lot, evil-eye McNeevil, on the main street of the town of Brimstone. Preschool-Grade 2.

Skurzynski, Gloria. *Trapped in Slickrock Canyon*. Published: 1984. Juvenile Short. Level: 5-8. RC 23581. Female Reader: Baltes, Joan.

Gina and her cousin Justin are forced to confront their antagonistic feelings for each other when they are threatened by an outlaw and trapped by a flash flood in the canyon lands of Arizona. Grades 5-8.

Sneve, Virginia. *Driving Hawk-High Elk's Treasure*. Published: 1972. Juvenile Short. Level: 3-6. RC 08961. Male Reader: Scales, Jerry.

Seeking shelter in the cave of his ancestors during a flash flood, Joe High Elk unearths a treasure which his great-grandfather hid there almost a hundred years before. For grades 3-6 and older interested readers.

Snyder, Zilpha Keatley. *A Fabulous Creature*. Published: 1981. Young Adult. Language Level: J&S. RC 17786. Male Reader: Palmer, David.

Neither his sense of humor nor his intelligence helps James settle the conflict between his love for the sexiest girl he's ever met- a hunter- and the awe he feels for a magnificent 12-point buck in a hidden valley in the Sierra. James is caught in more than one trap by summer's end, and there is no way out without destroying something he cherishes. Some strong language. For junior and senior high readers.

Stewart, Elisabeth J. *On the Long Trail Home*. Published: 1994. Juvenile Short. Level: 3-6. RC 42414. Female Reader: Ward, Pam.

A fictionalized account of the author's great-grandmother's escape during the Trail of Tears, the forced march of the Cherokees from their lands in 1838 and 1839. Nine-year-old Meli is on the march with her old Grandmother. Her Mother and sister have been killed and she doesn't know where the rest of her family is. When Meli sees her brother in another band of captives, the two make a break for freedom. For grades 3-6.

Swarthout, Glendon Fred. *Bless the Beasts and the Children*. Published: 1984. Adult, Young Adult Short. RC 34787. Male Reader: Sandvolk, Erik.

Six boys break away from an expensive summer camp and mount a children's expedition through the canyon country of Arizona. Neglected and scarred as a result of absentee parents or broken homes, they go on a rampage of dangerous proportions. RRCD TB 3275.

Thompson-Hoffman, Susan. *Tassel's Mission*. Published: 1989. Juvenile Short. Level: K-3. AZC 01939. Female Reader: Brock, Lois.

"A family, once whole, is now divided," sighs the wind as it tells Tassel, the Kaibab squirrel, the story of how her family of squirrels are divided by the Grand Canyon. Tassel sets out on a mission to find her family on the other side of the great canyon. A part of the Smithsonian Wild Heritage collection. Grades K-3.

Trimble, Stephen. *The Village of Blue Stone*. Published: 1990. Juvenile Short. Level: 3-6. RC 37433. Male Reader: Blake, Ed.

Begins with an account of the 1888 discovery of an abandoned stone village set in the cliffs below Mesa Verde in Colorado, a site once inhabited by the Anasazi, ancestors of today's Pueblo Indians. The story then turns to a re-creation of the day-to-day life throughout a full year in a Chaco culture Anasazi pueblo in 1100 A.D. The village is located in what is now Northwestern New Mexico. Grades 3-6. RRCD AZCB 1663.

Trevino, Elizabeth B. *El Guero: A True Adventure Story*. Published: 1990. Young Adult Juvenile Short. Level: 5-8. RC 33273. Male Reader: Siegel, Noah.

A fictional depiction of Mexican judge Cayetano Trevino - an uncorruptible jurist banished by Mexican dictator General Diaz in 1876 to the unsettled, bandit-ridden territory known as Baja California. Narrated by the judge's son, El Guero, the story follows his family as they are uprooted from their comfortable life in Mexico City and forced into a frontier environment. Grades 5-8 and older readers.

Vick, Helen Hughes. *Tag Against Time (#3 Walker of Time)*. Published: 1996. Juvenile Short. Level: 4-7. AZC 02193. Female Reader: Johnston, Judy.

Third in the 'Walker of Time' series, follows 12-year-old Tag as he struggles to get back to present-day Flagstaff from the cliff culture of A.D. 1200 through the 1800s. Each of the people he has met touch his life and heart as he learns to see differently through his adventures. Grades 4-7.

Vick, Helen Hughes. *Walker of Time*. Published: 1993. Juvenile Level: 5-8. AZC 01935. Female Reader: Houston, Carol.

Walker Talayesva, a modern Hopi teenager, travels 800 years back through time, from a mysterious cave in Walnut Canyon, near Flagstaff, Arizona. With his white friend, Tag, Walker discovers the meaning of his dying uncle's cryptic words: "Walk Time...Do What Must Be Done...Come Home To Hopi". For grades 5-8.

Vick, Helen Hughes. *Walker's Journey Home*. Published: 1995. Juvenile Level: 5-8. AZC 02120. Female Reader: Houston, Carol.

Walker Talayesva, a fifteen year-old Hopi boy, was transported back in time to 13th Century Walnut Canyon in 'Walker of Time'. In this continuation volume, Walker leads his new people from their ancient homes to a new home on the Hopi Mesas. He must learn to deal with the problems of an earlier time period, while having a foreknowledge of the future, which is not always an advantage. Grades 5-8 and older.

Webb, Denise/Illustrator Walter Porter. *The Same Sun Was in the Sky*. Published: 1994. Juvenile Short. Level: K-3. AZC 01900. Female Reader: Brooks, Elizabeth.

A boy and his Grandfather visit a special place in the desert, a place where the Hohokam people lived long ago, and left their drawings pecked into the rocks with sharp pieces of stone. As

Grandpa describes the ancient ones, the people come alive in the boy's mind. He imagines a long-ago boy like himself, living and playing on the site, perhaps making some of the petroglyphs still seen here, under the same sun setting in the sky. Grades K-3.

White, Robb. *Deathwatch*. Published: 1972. Young Adult Level: J&S. RC 08730. Avail:(AZ1A) 3. Male Reader: Mullins, Neal.

To earn money for college, Ben agrees to take a businessman hunting in the desert. When Ben discovers that his companion has accidentally killed a man, the quiet hunting trip becomes a fight for survival. For junior and senior high readers.

Wisler, G. Clifton. *Wolf's Tooth*. Published: 1988. Young Adult. Juvenile Short. Level: 5-8. RC 29706. Male Reader: Hartley-Margolin, David.

By the time Elias Walsh, a schoolteacher's son, and Thomas Three Feathers, a young Tonkawa, meet on a Texas reservation, fighting between Whites and Indians is nearly over. The tragic time of Whites edging tribes into dependency has begun. When Elias and Thomas join together to hunt wolves, they share dangerous adventures and genuine friendship. Grades 5-8 and older readers.

Yolen, Jane. *Sky Dogs*. Published: 1990. Juvenile Short. Level: 3-6. RC 34865. Male Reader: Askey, Bob.

He-who-loves-horses, an elderly member of the Piegan band of the Blackfoot Tribe of Native Americans and a member of the council of warriors, tells how, as a small boy, he was in the group that first saw and owned horses. Grades 3-6 and older readers.

Yorinks, Arthur. *Whitefish Will Rides Again!* Published: 1994. Juvenile Short. Level: K-3. RC 44600. Reader: Horton, Jamie.

Whitefish Will, is such a good sheriff that he scares all the criminals away. Not needing him anymore, the townfolk retire him. But years later, a bad man comes to town and they must bring the lawman back. For grades K-3.

Nonfiction and Folklore

Aaseng, Nathan. *Navajo Code Talkers*. Published: 1992. Young Adult Juvenile Short. Level: 6-9. RC 36463. Male Reader: Williams, Jake.

During World War II, nearly 4,000 Navajo Indians answered the call to serve the U.S. military, despite the legacy of the Native American genocide. Perhaps their most important contribution to the war effort was the development and use of a special code by a select corps of marines known as the code talkers. The unbreakable communications code was based on the Navajo language, and proved invaluable in the Pacific Theater. Grades 6-9 and older readers.

Arnold, Caroline. *The Ancient Cliff Dwellers of Mesa Verde*. Published: 1992. Juvenile Short. Level: 4-7. RC 36582. Female Reader: Schrichte, Lynn.

From about A.D. 550 to 1300, Anasazi communities flourished where today's Utah, Arizona, New Mexico, and Colorado meet. One of the largest was at Mesa Verde. These pastoral, pueblo-dwelling Native Americans reached a peak of several thousand persons and then moved away leaving cliff dwellings and the detritus of generations. The author discusses facts and speculation about the Anasazi. Grades 4-7 and older readers.

Ata, Te. *Baby Rattlesnake*. Published: 1989. Juvenile Short. Level: K-3. AZC 01843. Female Reader: Hoelzen, Imogene.

Baby Rattlesnake desperately wanted his own rattle. The rattlesnake people knew he was too young, but they got tired of his crying, so they gave him one. His family warned him to be careful with it, but baby rattlesnake would not listen. Grades K-3.

Baylor, Byrd. *And It Is Still That Way*. Published: 1976. Adult Short. Level: 4-7. AZC 01378. Female Reader: Skelton, Bette.

American Indian children retell 41 tribal legends in contemporary language. The legends are about animals, people, great troubles and heroes, our world, and magic. Grades 4-7.

Baylor, Byrd. *Before You Came This Way*. Published: 1969. Juvenile Short. Level: 2-4. AZC 01379. Female Reader: Skelton, Bette.

Descriptions of prehistoric Indian rock drawings found in the Southwestern U.S., Arizona, New Mexico, and West Texas. Grades 2-4.

Baylor, Byrd; Illustrated by Peter Parnall. *If You Are A Hunter Of Fossils*. Published: 1980. Juvenile Short. Level: K-3. AZC 01942. Female Reader: Kim Chuppa-Cornell.

If you are a hunter of fossils, you may be one who reads the rocks looking for signs of the animals that lived long ago, or you may find signs of an ancient sea. If you are lucky, your imagination may carry you back along the chain of life from a mountain and a desert of today, you see what once was there. Grades K-3.

Baylor, Byrd. *Moon Song*. Published: 1982. Juvenile Short. AZC 01853. Female Reader: Johnston, Judy.

Once, long ago, coyote was born on Pima land. Because his Mother, the Moon, had her work to do, she wrapped him in her magic and left him alone on the desert. Coyote tried to follow her, but she was always out of his reach. Even today, coyotes still cry out to the moon at night. Grades K-3.

Bee, Robert L. *The Yuma*. Published: 1989. Juvenile Short. Level: 5-8. AZC 02002. Female Reader: Gordon, Emily.

Part of the series "Indians of North America: Conflict And Survival", this volume deals with the Quechan Indians, a tribe living along the Colorado River in Southern Arizona. They are commonly known today as the Yuma, a name given to them by the Spanish conquistadores, but are known throughout this study of their history and culture by their ancient tribal name, which is also preferred by the present tribal members. Grades 5-8.

Bennett, Kay. *A Navajo Saga*. Published: 1969. Adult Juvenile. Level: 6-9. AZC 01111. Female Reader: Coach, Vicki.

Historical fiction about the "Longwalk" in the 1860's, when Navajos were rounded up and forced to march to Fort Sumner, where they were promised homes and food. What they found was hostility from Apaches, disease and pestilence. A subplot concerns a female Navajo slave on a Mexican ranch. For grades 6-9.

Bennett, Kay. *Kaibah*. Published: 1964. Adult Short. AZC 01084. Female Reader: Hoelzen, Imogene. The author has recorded the everyday life of one Navajo family and one Navajo girl from 1928 to 1935. She expresses not only feelings and attitudes toward the white man, the dignity of her people, and love of family but reveals secret ceremonials, superstitions, witchcraft, and healing rituals. Young adult, adult.

Browne, Vee; Illustrated by Baje Whitethorne. *Monster Birds. A Navajo folktale*. Published: 1993. Juvenile Short. Level: K-3. AZC 01944. Female Reader: Rudyk, June.

The heroic twins, sons of Changing Woman and Sunbearer, save the Anasazi village people from monster birds. Grades K-3.

Clark, Ann Nolan. *The Desert People*. Published: 1962. Juvenile Short. Level: K-3. AZC 01303. Female Reader: Marshall, Virginia.

A Papago Indian boy tells of life in the desert where his home is called place-where-waters-meet. He describes his village, the land, the work and the rituals of his people who try not to forget the way of the ancients who have gone before them. Grades K-3.

Clark, Ann Nolan. *In My Mother's House*. Published: 1941. Juvenile Short. Level: 2-4. AZC 01182. Female Reader: Rasmussen, Barbara.

Tewa Indian children describe what life is like in their Tesuque pueblo: their mother's house, the people, the land and the animals. They explain the importance of each element in their daily lives and the importance of working, dancing and feasting. Grades 2-4.

Clark, Ann Nolan. *Little Herder In Autumn*. Published: 1988. Juvenile Short. Level: 2-4. AZC 01662. Female Reader: Pusztai, Marsha.

A story of Navajo life told in the words of a young girl who describes her home, her family, their surroundings, their work, and daily life on the reservation. Grades 2-4.

Clark, Ann Nolan. *The Little Indian Basket Maker*. Published: 1957. Juvenile Short. Level: K-3. AZC 01383. Female Reader: Scarfo, Rosemary.

A young Papago Indian girl learns from her grandmother the joy of making baskets and mats from the leaves and grasses that grow wild in the desert. Grades K-3.

Dobyns, Henry F. *The Pima-Maricopa*. Published: 1989. Young Adult Juvenile Short. Level: 5-8. AZC 02182. Female Reader: Johnston, Judy.

More than 2,000 years ago, the ancestors of the Pima and Maricopa Indians lived in the Sonora desert and river valleys of Southern Arizona. They harvested crops grown in irrigated fields. As missionaries and settlers later came through their lands, the native people's rights to the river waters became jeopardized. This volume in the 'Indians of North America' series focuses on recent court battles to preserve their way of life. Grades 5-8 and older readers.

Farentinos, Robert C.; Illustrated by Shannon Keegan. *Winter's Orphans: The Search For a Family of Mountain Lion Cubs*. Published: 1993. Young Adult Juvenile Short. Level: 4-7. AZC 02006. Male Reader: Fagan, Tom.

During the winter of 1991, the author, a wildlife biologist, helped find the orphaned cubs of a mountain lion shot near his home in Colorado. Told partly from his own viewpoint, and partly from that of the male cub whom he called Lanthito, this is the story of the rescue and release of the cubs into the wild. Grades 4-9 and older readers.

Gessner, Lynne. *To See a Witch*. Published: 1978. Juvenile Short. Level: 5-8. RC 15055. Male Reader: Stratton, John.

An irresponsible Pre-Columbian Indian boy chafes at being considered childish by the elders of his cliff-dwelling tribe. He finds acceptance as a man when he proves that a cousin of whom he is exceedingly jealous has been falsely accused of witchcraft. For grades 5-8.

Gintzler, A. S. *Rough and Ready Cowboys*. Published: 1994. Juvenile Short. Level: 2-4. AZC 01990. Female Reader: Brooks, Elizabeth.

An introduction to the history and legends of the cowboys and cowgirls of the Old West, and what ranch life is like today. Rough and ready series. Grades 2-4.

Grammer, Maurine. *The Bear That Turned White*. Published: 1991. Juvenile Short. Level: 3-6. AZC 01718. Male Reader: Logan, Keith.

A collection of 17 Native American tales gathered from the tribes of America's Southwest, including the Pueblo, Apache, Hopi, and Navajo. Grades 3-6.

Guiberson, Brenda Z. *Cactus Hotel*. Published: 1991. Juvenile Short. Level: K-3. AZC 01769. Female Reader: Smith, Jan.

A description of the life cycle of the giant Saguaro cactus, with an emphasis on its role as a home for other desert dwellers. Grades K-3.

Hayes, Joe. *Coyote and Native American Folktales*. Published: 1983. Juvenile Short. Level: 4-7. AZC 01561. Female Reader: Johnston, Judy.

A collection of American Indian stories about coyote's attempts to be clever and to play tricks on the other animals. But his foolishness only gets him into trouble. Grades 4-7.

Hayes, Joe. *The Day It Snowed Tortillas*. Published: 1982. Juvenile Short. Level: 4-7. AZC 01366. Female Reader: Wood, Dorothy.

In this collection of tales from the Hispanic villages of Northern New Mexico, when it snows on the desert, tortillas come from the sky. Grades 4-7.

Hayes, Joe. *A Heart Full of Turquoise: Pueblo Indian Tales Retold by Joe Hayes*. Published: 1988. Juvenile Short. Level: 2-4. AZC 01829. Female Reader: Johnston, Judy.

Stories retold by Joe Hayes from the Pueblo Indian tradition, with embellishments by the collector. The stories are intended for children and storytellers of all ages. Grades 2-4.

Hayes, Joe. *The Wise Little Burro: Holiday Tales from Near and Far*. Published: 1991. Juvenile Short. Level: K-3. AZC 01852. Female Reader: Skelton, Bette.

Tales from many world traditions make up this story collection retold by New Mexico storyteller, Joe Hayes. Christmas stories, a Chanukah tale, and a coyote tale from the Native American traditions are included. Grades K-3.

Holmas, Stig; Trans by Anne Born. *Son-Of-Thunder*. Published: 1993. Juvenile Short. AZC02181. Female Reader: Hale, Paula.

Orphaned shortly after his birth, Son-Of-Thunder is raised by his uncle, Nachi, and Little Beaver, of the mountain Chiracahua. As the brother of Cochise, he joins in the fight for Apache survival. Grades 4-7.

Huie, William Bradford. *The Hero of Iwo Jima*. Published: 1959. Adult Short. AZC 00494. Female Reader: Vincent, Joyce.

This is the tragic story of Ira Hayes, the Pima Indian marine hero of World War II. Young adult and adult.

Iverson, Peter. *The Navajos*. Published: 1990. Juvenile Short. Level: 5-8. AZC 01807. Female Reader: Brock, Lois.

This book for older children present a succinct summary of Navajo culture, history, and current life, including the political troubles on the reservation, up to 1989. Grades 5 and up.

Kelly, Lawrence C. *Federal Indian Policy (Indians of North America Series)*. Published: 1990 Juvenile Short. Level: 5-8. AZC 02167. Female Reader: Murray, Phyllis.

Part of the Chelsea house 'Indians of North America' Series, this volume covers the conflicts and clash of cultures from colonial background of the United States into the 20th century. Instead of focusing on one tribal group, its scope is historical issues in Native American policies. Grades 5-8 and older readers.

Kingsolver, Barbara. *Holding The Line: Women in The Great Arizona Mine Strike of 1983*. Published: 1989. Adult. AZC 02004. Female Reader: Kinnicky, Joyce.

An account of the women on the picket lines during the 18-month strike against Phelps Dodge Copper Corporation in Southern Arizona. This is not only about the dominant role of the women in the strike but their future in labor unions and how their lives were transformed by this experience. Young adult and adult.

LaCapa, Michael. *Antelope Woman*. Published: 1992. Juvenile Short. Level: K-3. AZC 01786. Female Reader: Johnston, Judy.

A beautiful Apache maiden follows the mysterious young man who has come to teach her people to respect "all things great and small" and becomes his wife. Grades K-3.

LaCapa, Michael. *The Flute Player: An Apache Folktale*. Published: 1990. Juvenile Short. Level: 2-4. AZC 01749. Female Reader: Denny, Sharon.

At a hoop dance the young flute player meets a girl he likes very much. The girl promises to drop a leaf in the river near the field where she works if she likes his song. She does this each day, and is sure that he likes her, until the playing stops. Grades 2-4.

Lauer, Charles D. *Tales of Arizona Territory*. Published: 1990. Adult Young Adult. AZC 01925. Female Reader: Jeri Bennett.

Stories from Arizona's frontier past, filled with references to first hand newspaper accounts of heroes and outlaws of long ago, are included in this volume, and anecdotes of sites one can find even today make the Old West come alive.

Lorbiecki, Marybeth. *Of Things Natural, Wild, And Free: A Story About Aldo Leopold*. Published: 1993. Juvenile Short. Level: 2-4. AZC 01986. Female Reader: Allen, Eadie.

Life story of the man who became known as the 'Father of The National Wilderness System' and scientific land management. He taught people how to take care of the Nation's wilderness lands. Many of his experiences took place in Arizona and New Mexico. Grades 2-4.

Malotki, Ekkehart. Coll & Trans.; Illustrated by Michael LaCapa. *The Magic Hummingbird: A Hopi Folktale*. Published: 1996. Adult Young Adult Juvenile Short. AZC 02170. Female Reader: Holler, Catherine (rr).

An authentic Hopi folktale, 'The Magic Hummingbird' relates the story of two children abandoned during a time of famine. A magical hummingbird not only brings food to the children, but gets the help of the god Muy'Ingwa to save the people of Oraibi. All ages.

Mayo, Gretchen W. *Earthmaker's Tales*. Published: 1989. Young Adult Juvenile Short. Level: 6-9. RC 33687. Male Reader: Palmer, David.

Seventeen tales from Native American folklore that seek to explain the origins of natural phenomena such as floods, volcanoes, storms, snow, winds, and fog. Grades 6-9 and older readers.

McGrath, Roger D. *Gunfighters, Highwaymen, and Vigilantes*. Published: 1984. Adult Long. AZC 02041. Avail: (AZLA) 5. Female Reader: Blair, Marguerite.

An investigation of frontier violence, and stories of some of the most colorful characters of the Old West. Along with accounts of gunfights and stage robberies this book looks at the criminal justice system, and the role of women and minorities in mining towns of the 1800s. Adult and young adult readers.

Melody, Michael E. *The Apache*. Published: 1989. Juvenile Short. Level: 5-8. AZC 02009. Female Reader: Mitchell, Hope.

Part of the *Indians of North America* series, 'The Apache' chronicles the history of a proud people, unconquered for the first 300 years of European contact, then decimated by war during the 19th century and the hardships of reservation life. The Apache challenges of contemporary life and the struggle to retain their traditions is also discussed. Grades 5-8.

Mora, Pat; Illustrated by Francisco X. Mora. *Listen To The Desert - Oye Al Desierto*. Published: 1994. Juvenile Short. Level: P-2. AZC 01988. Female Reader: Mitchell, Hope.

The poetry of the desert, sounding in both Spanish and English, will speak to you if you listen carefully. Preschool-Grade 2. C-30.

Newcomb, Franc Johnson. *Navajo Folk Tales*. Published: 1990. Adult. RC 33343.

These 17 related Navajo tales were first collected by the author for her children, but the stories appeal to adults as well. Tales explain how "the people," as the Navajo refer to themselves, ascended to the 5th world - the present - bringing with them some knowledge, magic, or skill to make this a better world. These are stories of creation and of Navajo respect for all forms of life.

Qoyawayma, Elizabeth Polingaysi. *The Sun Girl*. Published: 1978. Juvenile Short. Level: 2-4. AZC 01569. Female Reader: Johnston, Judy.

A true story about Dawamana, the little Hopi Indian maid of old Oraibi in Arizona, and of how she learned to dance the butterfly dance at Moencopi. Grades 2-4.

Robinson, Gail. *Coyote The Trickster: Legends Of The North American Indians*. Published: 1976. Juvenile Short. Level: 4-7. RC 12913. Male Reader: Way, Michael, NLS.

Short, witty tales about supernatural creatures who can be kindly gods and comic fools, gift-bringers and trouble-makers. For grades 4-7.

Rodriguez, Luis J. *Always Running*. Published: 1993. Adult, Young Adult. Sex, violent language. AZC 01977. Male Reader: Nathan, Eric.

An account of the author's own coming of age on the streets of East Los Angeles, in and out of the gang culture. It speaks to the anger, the violence and despair of that time, and also that of his son, just joining a gang. It also gives hope and inspiration to a new generation. High school and older. Some strong language, violence, sex.

Roessel, Monty. *Kinaalda: A Navajo Girl Grows Up*. Published: 1993. Juvenile Short. Level: 4-7. AZC 01989. Female Reader: Hoelzen, Imogene.

Thirteen-year-old Celinda McKelvey is a modern Navajo girl undergoing an ancient tribal coming-of-age ceremony. As Celinda learns more about her culture and her responsibilities to her tribe and family, the reader is also given a unique look at Navajo life, today, and as it has been for centuries. Grades 4-7.

Rucki, Ani. *Turkey's Gift to the People*. Published: 1992. Juvenile Short. Level: P-2. AZC 01920. Female Reader: Holler, Catherine.

Based upon a traditional Navajo folktale, we learn how the animal people banded together in the face of an impending flood. Each animal brought something to help them survive after the flood, but only turkey remembered the most important thing. Preschool-Grade 2.

Seagraves, Anne. *High-Spirited Women of The West*. Published: 1992. Adult Short. AZC 02166. Female Reader: Chuppa-Cornell, Kim.

Ten women from the 19th century are profiled, some well-known, some undeservedly forgotten, in this collection of stories about rebels and unconventional women of the west. Adult and young adult readers.

Seagraves, Anne. *Women Who Charmed The West*. Published: 1991. Adult Short. AZC 02028. Female Reader: Brock, Lois.

Actresses from the Victorian Era into the early 20th century are the subjects of these tales of the Early West. Included are famous stars like Lillie Langtry, Annie Oakley, and Sarah Bernhardt, as well as some less well-known today. All were loved by audiences throughout the American West. Adult and young adult readers.

Shaw, Anna Moore. *Pima Indian Legends*. Published: 1968. Juvenile Short. Level: 5-8. ACZ 01385. Female Reader: Brooks, Elizabeth.

These legends from the Pima village of Gila Crossing have been modified over the years to reflect the changes in the cultural tradition. Coyote plays a dominant role in many of these legends which convey moral lessons that have been passed down from generation to generation. Grades 5-8.

Silver, Donald. *One Small Square Cactus Desert*. Published: 1995. Juvenile Short. Level: 2-4. AZC 01962. Female Reader: Munsil, Linda.

One small square of a desert is closely studied, from plant life to the animals who live there, along with the soil, rocks, and weather. All the parts of the desert ecosystem interact to show a child the importance of caring for the earth. Part of the *Scientific American Books For Young Readers* series. Grades 2-4.

Steiger, Brad and Sherry Hansen-Steiger. *Montezuma's Serpent and Other True Supernatural Tales of The S.W.* Published: 1992. Adult. AZC 02010. Male Reader: Lutostanski, Steve.

Stories from a wide range of traditions and philosophies are included in this collection of documented experiences of the strange and supernatural. Adult and young adult readers.

Stevens, Janet. *Coyote Steals The Blanket: A Ute Tale*. Published: 1993. Juvenile Short. Level: K-3. RC 38478. Female Reader: Giannarelli, Laura.

Coyote, a hard one to take advice, ignores the warning of hummingbird and swipes a beautiful blanket draped over a huge rock, thus angering the spirit of the desert. The rock takes off in hot pursuit of coyote in this humorous Ute tale. Grades K-3.

Taylor, Harriet Peck. *Coyote Places The Stars*. Published: 1993. Juvenile Short. AZC 02027. Female Reader: Murray, Phyllis.

Resourceful coyote makes a ladder to the moon and discovers he can shoot arrows into the sky to move the stars. He arranges them to make pictures of himself and his other animal friends. Preschool-grade 2.

Traven, B. *The Creation of the Sun and the Moon*. Published: 1968. Juvenile Short. Level: 3-6. AZC 01577. Avail: Female Reader: Allen, Eadie.

A retelling of an ancient Mexican Indian legend about how the Sun and the Moon were created from bits of stars gathered by two brave warriors. Grades 3-6.

Trimble, Marshall. *In Old Arizona: True Tales of the Wild Frontier!* Published: 1985. Adult AZC 01464. Female Reader: Miller, Shirley.

A collection of vignettes about early Arizona and the people who settled this frontier wilderness, such as the notorious baron of Arizona known for one of the grandest real estate schemes ever devised, at a time when there were steamboats in the desert, and Governor Hunt who was elected seven times. Young adult and adult.

Walters, Anna Lee; Illustrated by Carol Bowles. *The Two-Legged Creature*. Published: 1993. Juvenile Short. Level: P-2. AZC 01943. Female Reader: Houston, Carol.

Once, all the animals and man lived in peace and called one another brother. After awhile, however, man (the two-legged creature) became destructive and was destroying the harmony between the creatures. Only two animals remained close to him. Preschool-Grade 3.

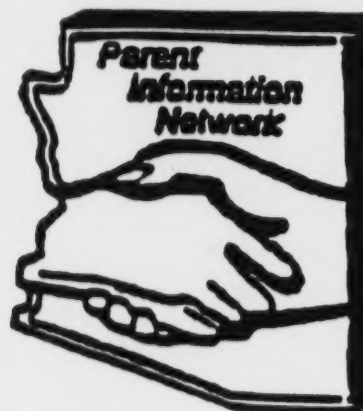
Wood, Nancy. *Many Winters: Prose And Poetry of the Pueblos*. Published: 1974. Young Adult Juvenile Short. Level: 5-8. AZC 01931. Female Reader: Allen, Eadie.

The people of Taos have their roots in the earth. This philosophy speaks through the words and poetry of Nancy Wood, an author who has lived close to the Pueblo Indians for more than 30 years and writes of their feelings for an ancient way of life. Grades 5-8 and older readers.

Wood, Nancy. *Spirit Walker: Poems*. Published: 1993. Young Adult Short. Level: J & S. AZC 01907. Female Reader: Hoelzen, Imogene.

Poetry that reveals that values of the Pueblo Indians of Taos, and the endurance of their way of life through nearly four hundred years of occupation. Even with the late twentieth century encroaching upon them, they cling to their spirit of isolation and ancient wisdom. Junior high and older readers.

ON THE FOLLOWING PAGES are reproductions of pertinent materials distributed at a workshop entitled: SERVING THE PHYSICALLY CHALLENGED.



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Workshop for Serving Patrons with
Physical Challenges and Other Disabilities

Tempe Public Library, November 15, 1994

SEVERE EMOTIONAL DISABILITIES AND BEHAVIORAL DISORDERS

An understanding of the cause probably won't be available to you.

Yet patience to deal with these youngsters comes from understanding their problems and their needs.

First, know that the parents are most likely as frustrated as you are when the child behaves inappropriately and won't respond to "normal" discipline. Parents are not always to blame when children exhibit severe emotional disabilities or behavioral disorders.

Second, it is not a primary function of schools to teach coping and strategy skills for the real world. School staff hand out consequences for inappropriate behavior, but often don't understand the source of the child's problem.

So, remember children who behave poorly in a library most likely behave poorly at home and at school. These children are identified early by families and school staff, but little is done to help them until the intermediate grades. These children are used to being in trouble and may be "immune" to typical discipline measures such as:

1. Asking the child to sit down or be quiet
2. Diverting the child's attention to something else
3. Repeating warnings about what will happen if a rule is broken.

It may help you to understand that they don't care if they break a rule. In fact, sometimes they break rules on purpose, just for the joy of it, because that's what they know how to do best.

Finally, what happens is that behavior management becomes a priority over academic learning. Soon the teacher is forced to focus on CONTROL, and not on teaching. After all, the child can't be allowed to disrupt the class or library and disturb the other children so that they cannot learn.

Suggestions for routine problem solving:

- Use a team approach to be proactive.
- Teams foster pooling of experience and expertise.
- Develop shared responsibility for successful interventions.
- Devise a plan and implement it to provide immediate assistance for staff when the need arises.

* * * * *

IT HELPS TO KNOW

Parents and school staff alike have a rough time teaching these children social skills.

Understand these children do not have social skills. They don't usually recognize social cues. For example, they don't recognize a look of annoyance on someone's face and know that this person is about ready to explode. They often can't tell they're being obnoxious.

In our state cultural and language barriers further compound our difficulties in reading these children.

They dislike change, or any kind of transition.

Remember, these children are used to negatives.

Often, they become angry for no apparent reason.

If you say, "Use an inside voice, please. You're disturbing the others," it probably won't make an impact. It may be a waste of your breath and time.

Often these children want to be included in a group, or participate in story hour, but they go about it all wrong. They're boisterous and don't wait to be asked to join. Instead, they brag about how good they are, or do something to call negative attention to themselves.

These children are often suspended. They're used to not being allowed to go to school. Usually there is very little support for them through counseling.

They prefer structured environments.

They're easily distracted. What's a distraction:

- something hanging from the ceiling
- voices
- music
- noise - phones, copy machines, traffic, air conditioners
- movement
- decorations on the walls

* * * * *

OH MY GOSH, WHAT SHOULD I DO?

What do you do with these challenging little people when they're yelling at the top of their lungs, or jumping up and down during story time, or throwing books, or picking fights?

Maintain eye contact as much as possible when speaking.

Speak in short sentences. Keep your voice even and soft.
They're used to yelling and grumpy voices.

Keep instructions very simple. Pause between sentences. Watch closely to see if the child is able to concentrate on what you're saying.

Don't ask, "Do you understand?" They'll usually say yes, because they think they do understand. A better way to check for understanding is to ask, "Can you tell that back to me in your own words?"

Use lots of visual cues when instructing. It is preferable to describe something fixed and colorful on a wall.

"The books on dragons are under the big red balloon on the wall." (Point as you look at the balloon) rather than saying: "To find the books about dragons, turn left at the third row of books."

Ask the child to accompany you to find a book. Talk to the child on the way to the shelf.

Include these children in smaller groups rather than larger groups whenever possible.

Announce any changes in schedule, routine, or room assignments as much in advance as possible.

Assign the child a task to be of assistance to you whenever appropriate. "You look like a pretty smart kid to me. How would you like to help me take things off the bulletin board?"

Avoid touching. Sometimes the children are tactile defensive. They may perceive a touch as a threat.

Act cautiously when including these children in group games, or something similar to team sports, as these types of activities are usually overwhelming.

Ask the child if he or she needs a quiet, alone place to calm down.

Focus on the positive as much as possible. Instead of saying, "Please don't write in the books." Try saying, "I'm glad you're in the library today." (Try to look sincere!) Then ask what school the child attends. After developing a little rapport with the child, explain writing in books is like destroying property, not a good thing to do.

SUGGESTIONS ON SERVING THE DISABLED

From: Serving the Disabled

By: Keith C. Wright

Judith F. Davie

PEOPLE WITH DISABILITIES:

Do Not:

Assume they want information about disabilities.

Ignore the person with the disability and speak only to someone who is accompanying the disabled.

Assume disabled people will not be interested in sports, exercise, sex, or any other normal activity.

Do:

Find out what they want and help them get what they need in a format they can use.

Pay attention to the disabled individual; talk to them just as you would any library patron.

Allow the individual to state his or her interest and help the person to find the needed information.

PEOPLE USING A WHEELCHAIR:

Do Not:

Stand above the individual, constantly looking down on them.

Touch or offer to push the wheelchair without being asked.

Assume that all parts of the library are accessible.

Do:

Assume a position that will allow eye contact with the individual on the same level. Pull up a chair, sit down.

Remember, the chair is a part of the personal space of the individual. Use the same manners towards the person's chair, crutches or cane.

Know what parts of the library and its resources can be used by persons in wheelchairs and be ready to offer assistance by bringing materials or programs to the individual when necessary or requested.

AN OLDER PERSON

Do Not:

Assume they can see and hear as well as younger people.

Assume they will want large print items or enlarged materials.

Assume they have an interest in health and income issues.

Only allow for the normal amount of time when helping the person.

Do:

Allow for vision and hearing loss. Be prepared to speak up and to repeat words, if necessary.

Remember, an individual may not wish to admit they have a visual or hearing problem.

Let the individual tell you what he or she wants.

Allow for physical impairments which may cause the individual to take more time to move about, adjust to using a device, or carry out an activity.

HEARING IMPAIRMENT:

Do Not:

Assume every person with a hearing loss uses American Sign Language.

Speak in an exaggerated manner or much slower than usual so they can lip read.

Stand in a glare where your face cannot be seen or obstruct the view of your mouth.

Assume that you understand and are understood.

Do:

Approach the individual so he or she can see you. Ask if you can be of assistance.

Speak normally or a bit slower and be prepared to repeat that is said or write it on a piece of paper.

Keep hands, glasses, and other objects away from your mouth while talking. When in doubt about meaning, write it down.

VISUAL DISABILITY:

Do Not:

Assume that the individual knows his or her way around the library.

Imagine that the person can see the expression on your face.

Put your hand out to shake hands or touch the person without being asked to do so.

Touch or pet a seeing eye dog, even if the dog "begs" for attention.

Assume he or she will want to use your special reading machine for the blind or the talking book service.

Do:

Approach the individual so that you are facing him or her and ask if you can be of assistance.

Make sure your attitude can be heard in your voice. Put a smile, welcome, and helpfulness in your voice.

If the individual asks to be guided to a particular area, stand next to or slightly ahead of the person and ask him or her to take your arm.

Be aware of the dog and the requirement that room will need to be made for the dog in hallways, library stacks and at tables.

Find out what the individual wants. If a special machine seems appropriate, suggest it or any other special services.



Parent Information Network

Purpose of PALS (Parents Are Liaisons to Schools)

Active parent involvement with schools benefits student performance. Parent participation is needed for team decisions in special education meetings which makes it even more important for parents to be involved with their child's school. The best parent-school relationships are built on a foundation of mutual respect and trust.

Since parents are often considered as "consumers" of special education services, parent input is needed at the state level prior to finalizing the state special education plan. In 1988, in an effort to increase parent involvement in Arizona's schools, the Arizona Department of Education/Special Education Section (ADE/SES) formed a steering committee of parents called PALS. The goals for PALS include:

- ♦ providing ADE/SES with feedback on special education issues from parents in their district;
- ♦ providing assistance and support to other PALS members;
- ♦ updating local parents and special education directors regarding information ADE/SES provides, including legislation, funding, etc.;
- ♦ encouraging parents to become aware of the legislative process as an avenue of change;
- ♦ networking with their special education director following PALS meetings regarding PALS initiatives and action plans; and
- ♦ working with their local district to increase parent involvement at all levels.

How PALS Representatives Are Selected

The Arizona Department of Education/Special Education Section, identifies schools with on-going parent involvement and requests these districts to nominate parents willing to work with ADE/SES staff and regional Parent Information Network Specialists (PINS). The focus is to work toward increased parent involvement statewide. From the nominations received, PALS members are selected to represent parents of students in special education. To balance the representation, consideration is given to parents of various age students and disabilities, ethnicity and geographic region.

Role of PIN Specialists

PIN (Parent Information Network) Specialists were initially hired by the ADE/SES in March 1991, as part of a pilot project, to serve as liaisons between the PALS and parents from schools in their region, and the state. The pilot project later became an integral component of the Parent Information Network. Another role of the PIN Specialists is to provide parents with requested information on relevant special education issues. PINS are intended to be the "connection" between parents, the ADE/SES and districts, for relaying information on timely issues, training needs, etc. They are available as regional contacts for other parents by:

- ♦ providing general assistance to local parents and school administrators;
- ♦ exchanging information on —
 - status reports for current legislation and proposed legislation
 - local or regional resources, services and other allied organizations; and
- ♦ assisting to establish or strengthen local parent support groups or special education advisory committees.



**Parent Information
Network (PIN) Specialists**

Northwest Arizona
Becky Rumba
P.O. Box 2004
Flagstaff, AZ 86003
602-526-2544

Central Arizona
Rita Kenton (retired)
ADE/SES
1535 W. Jefferson
Phoenix, AZ 85007
602-542-3853

Southern Arizona
Shirley White-Snow
400 W. Congress, Ste 241
Tucson, AZ 85701
602-749-2942

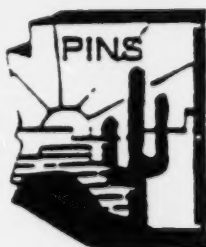
**ADE/Special Education
Section Facilitators:**

Rita Kenton, Coordinator
ADE/SES
1535 W. Jefferson
Phoenix, AZ 85007
602-542-3852
800-357-4558

Lizbeth Lumberg
BIM Mahalia
602-778-6717

Cecilia Alvarez
Rita Kenton
602-542-3852

Southern Arizona
Dick Dowell
602-478-4333



Parent Information Network

Arizona Department of Education
Special Education



Arizona Department of Education • C. Diane Bishop, Superintendent of Public Instruction • September 1994

PARENT INFORMATION NETWORK (PIN)

The Parent Information Network was formed to promote positive parent/school partnerships statewide by:

- establishing a statewide information network of parents (PALS) to support and/or respond to state special education issues;
- providing technical assistance to parents;
- increasing public awareness regarding special education issues and parent/professional collaboration;
- collaborating with professional associations, parent organizations, and the Arizona Department of Education/Special Education Section; and
- assisting educators in discovering the benefits of collaborative parent/professional involvement.

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NETWORK CLEARINGHOUSE

The PIN Clearinghouse is a resource service of information available to parents, educators and support groups on topics such as:

- community resources
- disability awareness
- educational rights
- evaluation/assessment
- ESY - attended school year
- ETPs - Individualized Education Program
- Integration
- LRE - least restrictive environment
- mediation
- model programs
- parent support groups
- parent rights training
- conference
- program options
- related services
- transition
- transportation
- vocational education
- vocational rehabilitation
- available resources

Resources may be requested from one of the Parent Information Network Specialists listed on the adjacent panel.

PIN Specialists are under contract to the Arizona Department of Education, Special Education Section. There are no fees for service of tender. *An Arizona.

Northwest Arizona PALS Members
Frank & Vernell Bland - Kayenta USD
Jefferson & Maude Cherry - White River USD
John Jenkins - Prescott USD
Linda Hensel - Tucson City USD
Alice Lathier - Cottonwood-Oak Creek ESD
Verna Tarkenton - Peach Springs ESD
Michael Smith - Holbrook USD
Central Arizona PALS Members
Jerry & Carla Alexander - Maricopa USD
Lorraine Brady - Scottsdale USD
Cora Carlsom - Parker USD
Elizabeth Lumberg - Tempe UHSD
Jana Ellen Field Parks - Casa Grande ESD
Andrea Singline - Tolleson UHSD
Charles Rehl - Mesa USD
Southern Arizona PALS Members
Sally Clegg - Santa Cruz Valley USD
Barbara Condemner - Benson ESD and UHSD
Mike Lewis - Indian Creek Subchapter USD
Pamela Miller - Tempe Verde USD
Lafayette - Altus Valley ESD
Teri Rudenmacher - Yuma ESD
Roberta Vannoy - Arizona Schools for the Deaf and the Blind

Reach Out To Let Them In: Programs In Libraries For Children And Youth With Special Needs

This program was sponsored by ASCLA Libraries Serving Special Populations Section, Library Service to People With Visual or Physical Disabilities Forum; PLA; YALSA; ALSC. The following paper was presented at the program.

Serving Children with Special Needs

Presented by Sherry Norfolk, Youth Services Coordinator, DeKalb County Public Library, Decatur, Georgia.

Several years ago, I was invited to tell stories at a school for children with special needs. There would be 260 young people, ages 4-24, representing a whole spectrum of disabilities-visual impairments, hearing impairments, developmental delays, multiple physical disabilities and more.

My first reaction was "overwhelm" -how could I possibly tell stories successfully for this audience? I think that "overwhelm" is often our reaction when we begin to think about serving children with special needs.

But public libraries are committed to serving the information needs of all citizens by uniting available, affordable, and accessible information with a widely diverse community. And, as you know, providing access for disabled children requires major adaptations of environment, facilities, services, staff, and materials.

So it's easy to get overwhelmed when we consider all of these requirements. We have to have money, time, space, training, materials and most of all dedication and desire to serve a very special clientele. We have to learn about all kinds of things they never taught us in library school, and we have to find a way to integrate all of this into the existing services of the library. Whew!

It's easy to say, "Let's forget it. Too much trouble, and besides, my library doesn't have any patrons with special needs." Have you ever heard that one? Yeah, that sentiment is out there-not in this room, of course. But some librarians would like to believe that because the patrons with special needs don't make themselves known, or don't currently use the library, then there is no reason to provide services for them. That may even be the case with your administration or board of trustees.

But if we don't provide services for special needs patrons, they can't use the library. After all, if you couldn't reach the stacks, or find materials accessible to you, or hear the program, or participate in the activities, or if the staff were inconsiderate or rude or visibly uncomfortable with serving you, you probably wouldn't be using the library either. But you would still exist and still need library services that were tailored to our needs.

It's more than likely that there are potential patrons with special needs in your community and that if you create services that are accessible and meaningful to them, they will use them.

After all, each year approximately 235,000 children in the United States are born with physical, mental, and social disabilities that threaten their chances of developing their full potential. Thousands more are disabled through accidents or illness. Some of these children are diagnosed with cerebral palsy, spina bifida, autism, or Down syndrome. Some have multiple disabilities, and still others are developmentally delayed, placing them at risk for slow development. All of them deserve library services that help them maximize their potential, integrate into the mainstream, and lead joyful, enriched lives. That's the goal, but how do we get there?

I have a theory, and I think it will be borne out in the presentations this morning. In all successful programming and services for children with all sorts of special needs, one pervasive precept applies which makes them effective: they focus on ABILITY, not DISABILITY. My theory is that if we focus on the ABILITIES of our patrons-on what they can do and what they can achieve we will provide positive, meaningful library services and experiences. If we focus on the DISAbilities, we are focusing on negatives which can only produce negative experiences.

We need to develop our collections, our programs, our attitudes in response to the positives. For instance, a child who is visually impaired can hear, can feel, can talk, can walk. What she CAN do will help us develop services to meet her needs. Instead of saying, "Well, she can't see, so we can't use anything visual in our program," we say, "She can respond to sound cues and kinesthetic cues; she can sing and dance and play rhythm band instruments and listen to books on tape and enjoy described videos." We can then begin to develop a array of services, that meet her needs, that challenge her senses, that expand her horizons, and that include her in the mainstream experiences of the children.

Knowing what the child CAN do allows us to choose appropriate materials for the collection, to create accessible environments, and to present programming that helps the child explore and interpret the environment.

I can hear what you're thinking: that's great for this particular child. But, having created special services to meet her needs, we're no closer to serving the child who can't hear, or the child who is in a wheel chair, or the visually impaired child with cerebral palsy. Each of these children is unique with a set of abilities to identify and respond to. The task is monumental. It requires understanding, perception, creativity, consideration, and education to serve successfully the needs of all of your patrons. So what else is new? You're already doing that every day. Every child's needs and wants and abilities are different-this is simply a case of "more so."

Actually, it's not as tough as it sounds. Keep in mind the simple idea that you're identifying what children CAN do and building their library experiences around these abilities. Let's say you're planning an inclusive preschool story hour. Several of the children have no disabilities; one child has cerebral palsy and is confined to a wheelchair, unable to control her arms or legs; another child has very limited vision and walks with braces; still another child has an 85% hearing loss, even with hearing aids; and one child has Down syndrome. What on earth can you do that will meet everyone's needs?

Well, they can all enjoy big picture books, especially if you choose those with lots of white space and heavy black outlines that help the visually impaired child perceive the pictures. The clear visual will also help the child with hearing impairment to interpret the story. Speaking slowly and clearly, with your face fully visible to the hearing-impaired child, will help him interpret verbal clues and will give all the children time to internalize the story, create images, and respond appropriately. You can build in participation with rhythm band instruments or get everyone dancing-you can "dance" with the wheelchair and the crutches, too, you know. Add a group craft activity, an adaptive computer game, manipulative puppets or toys-you know what? The possibilities are endless. When you really stop to think about it, you can include almost any activity, simply by developing creative ways to adapt that activity to the abilities of each child.

In Programming for Serving Children With Special Needs, published by the Association for Library Service to Children, you can find specific ideas for serving children with specific challenges. The pamphlet provides brief definitions of particular conditions and helps identify the variety for activities and materials that librarians can use to create meaningful, enjoyable library experiences. A quick scanning of these ideas will help you get started in the right direction, and your own experience in working with children will lead you further.

My point is that we don't have to create a separate philosophy of library service to children with special needs, or even create separate services. We do have to adopt the attitude that children with special needs are desirable clientele who deserve quality library services, and we do have to recognize and respond to the unique abilities of each child.

In order to do this successfully, a library must begin with staff attitude-not just the attitude of the children's staff, but the entire staff, from the director to the custodian. Since many attitudes related to disabled persons are at an unconscious level, it may be necessary to engage in some "consciousness raising" concerning the staff's and group-reinforced attitudes.

In *The Unexpected Minority: Handicapped Children in America*, by John Gliedman and William Roth, the authors conclude that Americans with disabilities are the targets of social and political oppression that is often more damaging to their lives than are their physical disabilities. And in *Handicapping America*, Frank Bowe points out that the real barriers placed in the way of disabled people are not architectural-they're attitudinal.

Before we can deal with our role as service providers to patrons with special needs, we must examine our own attitudes in terms of how we perceive and respond to our fellow human beings. The realization that all people have stereotypes concerning other people is an essential first step in any attitude change. Disabled people face stereotypes because many of us grew up without daily face to face contact with disabled peers. Disabled persons then become "strangers" who are unknown-and we tend to create stereotypes to deal with the unknown.

One of the most harmful stereotypes is termed "spread." Spread happens when an individual meeting a disabled person assumes that the person not only has a disability, but is disabled in all areas. You've probably observed this happening when people raise their voices to be heard by a blind person. Spread tends to depersonalize the disabled into "one of those," and incidentally, focuses on the negative factor (the inability to do something). So again, focusing on what the individual can do is a crucial part of developing positive staff attitudes.

Some stereotypes arise from fear of anything different of any person seen as "not like me." Some disabling conditions cause individuals who have them to paper to be different. The physically disabled, the individual with cerebral palsy, the blind or visually impaired, can usually be identified visually as "not like me." Deafness and hearing impairment have been called invisible disabilities because these disabling conditions are not immediately obvious to the casual observer.

Stereotypes arising from psychological fears of difference are not readily reduced by sharing information about disabilities. These attitudes must be modified through experience of disabling conditions and contact with disabled persons. Simulating disabling conditions can be a useful tactic. Pre-school teachers and children's librarians are often told that viewing the classroom or library from the perspective of a child can be helpful, so they sit on the floor to get a child's eye view. In a similar manner, staff members can simulate various disabilities.

There are many sources for simulation exercises. Let me stress, however, that the simulation experience should assist the participation in finding out not only what cannot be done, but also what can be done by the person with the specific disability.

I strongly suggest bringing in a consultant to help your staff understand and modify their attitudes, learn positive ways to relate to patrons with special needs, and therefore be better able to welcome and serve an expanded clientele. In the handouts, I have included a list of organizations which may be able to provide free or inexpensive staff training. There are also a couple of lists of practical "do's and don'ts" that might help you get your staff started in the right direction.

Fine...your staff is trained, willing and able to serve children with special needs: so what exactly are you going to do? Perhaps the best way to figure out what services are needed and useful is to include persons with special needs and their parents in the preliminary planning process. It is also useful to consult the experts in your community: the local school system, clinics and children's hospitals, March of Dimes, Lekotek, and any camps or day care agencies that specialize in serving children with special needs.

With the input of all of these people, you can see the "big picture"-you can see the whole array of services within your community, determine gaps in service, and design library services that enhance rather than duplicate existing programs.

Points to Remember

- Remember that a person who has a disability is a person-like anyone else.
- Treat adults as adults; call the person by his or her first name only when familiarity is extended to all others present.
- Relax. If you don't know what to do or say, allow the person who has a disability to help put you at ease.
- Explore your mutual interests in friendly ways. The person likely has many interests besides those connected with the disability.
- Talk about the disability if it comes up naturally, without prying. Be guided by the wishes of the person with the disability.
- Appreciate what the person can do. Remember that difficulties may stem more from society's attitudes and barriers than from the disability.
- Be considerate of the extra time it might take a person with the disability to get things said or done. Let the person set the pace in walking and talking.
- Speak directly to the person who has the disability rather than through a third party.
- Offer assistance if asked or if the needs seem obvious, without over doing it or insisting on it. Respect the person's right to indicate the kind of help needed.
- Keep a wheelchair or crutches within reach of the person who uses them.
- Push a wheelchair only after asking the occupant if you may do so.
- When pushing a wheelchair up or down steps, ramps, curbs, or other obstructions, ask the person how to proceed.
- Stand or sit next to a person's wheelchair rather than lean or hold on to it.
- Noticing an obvious disability is not rude; however, asking personal questions is always inappropriate.
- Do not be concerned if you use the words "walking" or "running" when talking to a person in a wheelchair, or "Do you see?" when talking to a person who is blind. People who are disabled use these words themselves and think nothing of it.
- Do not avoid using words such as "blind" or "deaf" when associating with people with these disabilities. These people know that they have disabilities and do not need to be shielded from the facts.
- When talking with a person in a wheelchair for any length of time, it is better to sit down in order to be at the same eye level. It is very tiring for a person to look up for a long time. Never touch a wheelchair or crutch unless you are in a relationship where you would touch the person.
- Remember that if a person does not turn around in response to a call, it may be that he or she is deaf. A light tap on the shoulder to get a person's attention makes sense.
- Never gesture about a blind person to someone else who may be present. This will inevitably be picked up and make the person who is blind feel that you are "talking behind his or her back."
- Lip reading by deaf persons can be aided by being sure that the light is on your face and not behind you and by taking all obstructions, such as pipe, cigarettes or gum out of the mouth, keeping the lips flexible, and speaking slowly and without exaggeration. Additional communication could include body language, pantomime and gestures of all kinds, and written communication if necessary.

The Mid-Hudson Library System has published an expanded guide on this topic, "Now That We've Met, What Do I Say? General Guidelines for Communicating With Persons Who Have Disabilities." It includes recommended books, films, and videos. To obtain copies write or call: Mid-Hudson Library System, Outreach Services Department, 103 Market St., Poughkeepsie, NY 12601. Telephone (914) 471-6006.

The most obvious library service, of course, is the provision of information and materials in appropriate formats. For many years Braille books, talking books, and teletext services have been the profession's answer to this need. Recently technologies such as the Kurzweil reader-printer have begun to appear in libraries, along with captioned videos, described videos, closed circuit TV text enlargers, and more.

While these innovations add a new dimension to services for adults with special needs, they still do not do much for children. A visually impaired three-year old won't get much use from the Kurzweil or the CCTV, and captioned videos won't help the four-year old with a hearing impairment. There are still very few described videos or large print books for children.

What can libraries offer these children? Some of the answers are already sitting on our shelves: alternative formats such as read-along book/tape sets, books on tape, and big books are commonplace in libraries. Those reading alongs help meet the needs of children with learning disabilities, children who are developmentally delayed, and those who are print-handicapped. Big books and filmstrips are a fine way to share picture books with children with visual difficulties.

As you look at your collection, remember that children with disabilities have the same recreational reading tastes as their able bodied peers. They, too, look for funny books, scary stories, mysteries, and adventures—well written and well-illustrated books that depict the human condition in all its aspects. Offering a disabled child a book about someone with a disability, unless it is in response to a specific request, is presumptuous and should be avoided. While all children need to see themselves reflected in the pages of the books they read and to identify with the characters, they do not want or need to be limited to reading about those experiences with which they do not want or need to be limited to reading about those experiences with which they are already too familiar.

In addition to recreational reading, the library can provide the families of children with special needs with information in all areas of daily living. A core collection would include information about specific disabilities, rehabilitation, counseling, barrier-free design, and travel. The library can also provide referral services for parents and families of disabled children, helping them locate resources and identify the community agencies which can best meet the needs of their special child. By providing materials and services that help the family understand, accept, and interact with their child, you can have a very positive impact on the child.

Some of the answers lie in adaptive technologies that are fairly inexpensive. If you already offer educational computer games or multimedia software on a stand-alone PC, you can make these games accessible to children with multiple disabilities through the use of touch screens, Intellikey keyboards, or modified track balls.

But to me, the real answer is in the opportunities we can provide to break the isolation patterns of children with special needs, to allow them to experience successful interaction with adults and nondisabled peers in order to develop a sense of well-being and self-worth, and to allow them to experience joy and play.

Are joy and play library functions? Well, typical library programming often includes play opportunities—interactive stories and songs, crafts, activities, movement. In programming for special needs children, these opportunities for play must be expanded.

Disabled children miss many of the experiences of childhood. From the ages of 1-6, nondisabled children learn to crawl and walk and run and skip. They imitate in their play the life they see and hear around them. Through play, children learn to understand themselves and their relationships to others, particularly children their own age. Through play, children relieve their tensions and act out some of their worries and hurts.

Through play, children learn to distinguish between what is real and what is imaginary. While children are acting out the grownup world, they know what is make-believe. This is an important developmental concept, one that can't be skipped during the journey to adulthood.

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Staff Training Resources:
A Start-Up List of Agencies to Contact

Staff training in sensitivity and consciousness raising is essential to the provision of effective services to patrons with special needs. The following agencies may assist you in developing training that is appropriate and affordable for your staff.

Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Especially concerned with the education of special needs children.

Federation for Children With Special Needs
95 Berkeley Street, Suite 104
Boston, MA 02116

Can provide information on special education laws and resources.

Lekotek
1955 Cliff Valley Way, Suite 102
Atlanta, GA 30329

International organization provides resources and support services for families of disabled children.

National Information Center for Children and Youth With Disabilities
7926 Jones Branch Drive, Suite 1100
McLean, VA 20013

Collects and provides information about any type of disability.

March of Dimes Birth Defects Foundation (check for local chapter)
1275 Mamaroneck Avenue
White Plains, NY 10605

National Easter Seal Society (check for local chapter)
2023 West Ogden Avenue
Chicago, IL 60612

Also try local children's hospitals, child study centers, child development clinics, the medical school of nearby universities, United Way, local health department, and local school system.

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Play experiences are often denied disabled children for several reasons:

- It is sometimes physically difficult or impossible for a disabled child to play with normal toys, thus requiring adaptive playthings;
- Many parents simply do not know how to play with a child who is disabled—they need guidance in facilitating positive productive play;
- Since disabled children may not initiate play or may not respond like non-disabled children, they are often deprived of the joy of wholehearted play.

We can open the doors to the childhood world of play. As librarians, we can find meaningful, joyful ways to share stories that help children distinguish between the real and the make-believe.

We can use activities that involve all of the senses—beyond picture books and puppets—we can offer touch, smell, taste. We can provide opportunities for parents and children to explore creative, joyful activities such as music, adaptive dance, and group crafts. We can model ways to play.

At DeKalb County Public Library, we offer a program called "Building Blocks," an informal family literacy program which introduces parents and children to the materials and activities that enhance the development of language and cognitive skills through play. The program is simple. When parents and very young children enter the room, they find the floor covered with toys and board books. The families play together with any toys they choose as the librarian moves from group to group, modeling appropriate language and play behavior. In addition, the librarian, who has received training from Lekotek of Georgia, provides support and training for parents in ways to play with their disabled children. After 30-40 minutes, the toys are collected while the children are distracted with soap bubbles and music, then the group forms for circle time. Children sit in parental laps as they all participate in songs, action rhymes, and interactive language play.

This is an inclusive program: able-bodied children play alongside and with disabled children. In addition to wooden puzzles and building blocks and balls and rhythm instruments and puppets, we provide a variety of specially designed toys that are adapted for use by disabled children.

After the program, families may wander into the children's room to try a computer program, using a special touch screen or a modified track ball to allow the disabled child to interact with the multimedia software. Or they might check out read-along books or board books to share at home.

During the program, a multitude of objectives has been achieved. The children and their families have been provided with a stimulating environment that enhances socialization, communication, and learning in an integrated community setting.

Children with and without disabilities have been exposed to meaningful and enjoyable opportunities with toys, books, technology, and communication. Children have expanded their frame of reference, stretched their horizons, and experienced joy. In other words, they have been provided with services that exemplify the primary objective of libraries, which is to enhance the quality of life and human development.

Keep in mind, you can design the most exciting, accessible and innovative program possible; you can attract thousands of families to the library to take advantage of your spectacular services; but unless the staff of your library is ready, willing, and able to open their arms and make these families welcome, it will never be enough.

"Points to Remember" (p.8) and "Staff Training Resources" (p.9) were handouts distributed at the program.¹

¹ Permission to reprint granted from American Library Association. Interface, Fall 1995, pp. 6-10.

**Mainstreaming Special Needs Children
in the Public Library**

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RESOURCES IN AREA LIBRARIES FOR THE PHYSICALLY CHALLENGED

	CHANDLER 786-2310	GILBERT 892-3141	GLENDAL* 435-4901 435-4801	MARICOPA COUNTY 605-4789	MESA* 644-2207	PHOENIX* 262-4766	SCOTTSDALE* 994-2476	TEMPE 350-5511	ASU	MARICOPA COMMUNITY COLLEGES*
LARGE PRINT	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES*
BOOKS ON TAPE	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES*
CLOSED CAPTION VIDEOS	NO	NO	YES	YES	NO	YES	YES	NO	YES	YES*
DESCRIBED VIDEOS	NO	NO	NO	YES	NO	YES	NO	NO	NO	NO
TDD PUBLIC USE	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO
SCREEN ENLARGER PAC	NO	NO	NO	YES	YES	YES	NO	YES	YES	NO
PAC VOICE SYNTHESIZER	NO	NO	NO	YES	YES	YES	NO	NO	YES	NO
KURZWEIL	NO	NO	YES	NO	NO	YES	NO	YES	YES	YES/GCC
BRAILLE	NO	NO	NO	NO	NO	YES	YES	YES	YES	NO
OPTILEC	NO	NO	NO	NO	NO	NO	NO	NO	YES	YES/PVC

*CONTACT INDIVIDUAL LOCATION/BRANCHES FOR HOLDINGS

If you know of performers or resource people who are willing to work with libraries, please fill out a form and mail it to us.

If you have noted useful companies, materials and organizations for upcoming themes: **READING ODYSSEY OR READ: FROM SEA TO SHINING SEA** share it with the library community.

Mail your suggestions to:

Linda Caldwell McCleary
Department of Library, Archives & Public Library
Library Extension Division
1100 W. Washington
Phoenix, AZ 85007

RESOURCE PEOPLE

Contact Person:

Name:

Address:

Telephone:

Description of Performance:

Fee Plus Mileage:

Travel Range:

Past Performance:

Contact Person:

Name:

Address:

Telephone:

Description of Performance:

Fee Plus Mileage:

Travel Range:

Past Performance:

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RESOURCE COMPANIES/ORGANIZATIONS

Company or Organization Name:

Address:

Telephone:

Fax:

Description of Materials Relevant to ARP:

Company or Organization Name:

Address:

Telephone:

Fax:

Description of Materials Relevant to ARP:

CATEGORIES FOR RESOURCE PEOPLE

ARTS & CRAFTS
 AUTHORS
 CARTOONISTS
 CLOWNS
 CREATIVE WRITING
 DANCERS
 DRAMA
 FOLKLORIST
 HEALTH
 HISTORY
 HOBBIES
 ILLUSTRATORS
 LECTURER
 MAGICIANS
 MUSEUMS
 MUSICIANS
 NATURE
 PERSONAL IMPROVEMENT
 POETRY READING/WORKSHOPS
 PUPPETEERS
 SAFETY
 SCIENCE
 SIGN LANGUAGE
 SONG WRITER
 STORY TELLERS
 STUNT TEAM
 VARIETY ACTS

RESOURCE PEOPLE
 Listed by Category

ARTS & CRAFTS
 Arboretum of Flagstaff
 Doris Asano
 Susan Corl

Jan Romero Stevens
 Dorothy Hines Weaver
 Diane Winslow

AUTHORS
 Sarah E. Barchas
 Joan Bourque
 Lollie Butler
 Dorothy Anderson Daniels
 Margaret K. Garaway
 Fatimah Halim
 B. G. Hennessy
 Heather Irbinskas
 Kathryn Lance
 Cynthia Lukas
 Jan Mike
 Joan Sandin
 Mary Ruth Shropshire

CARTOONISTS
 Danny Handke
 Steve Parker*
 Stan Tang

CLOWNS
 Aces Entertainment
 DJ the Clown
 Luv Clowns, Alice Stewart

CREATIVE WRITING
 Kathryn Lance
 Cynthia Lukas

Jan Mike
Joan Sandin
Gene Williams
Janet Winans*

DANCERS

Aloha Hoomalimali*
Berta Benally*
Folksteppers, Alice Stewart*
Phoenix Irish Step Dancers

DRAMA

FOLKLORIST

Keith Cunningham

HEALTH & SAFETY

Arizona Public Service (Carol Rosson*)
Coconino Dept. of Health Services
Coconino County Sheriff's Department*
Tom Marcellino
Dick Schick
Smokey The Bear, Woodsy the Owl
State Farm Insurance (Lori Snow)

HISTORY

Arizona Historical Society, Pat Walton
Heard Museum
Society for Creative Anacronism*

HOBBIES

ILLUSTRATORS

Joan Bourque
Sylvia Long
Joan Sandin
Stan Tang

LECTURER

Deanne Lewis RN, CMS

MAGICIANS

Paul W. Estes of The Magicians
Kimberley Phelps
Jolly Roger

Dale E. Miller, Society of American
Magicians
Presto Magic Studio, Barry Schor
Dick Schick
Susan Seats
Michael Steele
Allan Wade*

MUSEUMS

Arizona Science Center
Heard Museum

MUSICIANS

Mary Hollan (Singer & Pianist)
Ken and Lynne Mikell
Music Performance Trust Funds; Phoenix
Federation of Musicians
Tony Norris
Quintessence Chamber Ensemble
"Loca Rosa" a.k.a. Tish Dvorkin
Southwest Brass, Russ Plylar*
String Sounds, Susan Smith
John Williams

NATURE

Penny Artio*
Arboretum of Flagstaff
K.E. Conway*
Thomas M. Marcellino
Mohave County Cooperative Extension,
Jerry Olson
Phoenix Zoo*
Smokey the Bear - Woodsy the Owl
Steve Prchal*

PERSONAL IMPROVEMENT

Pris Merlene

POETRY READING/WORKSHOPS

PUPPETEERS

Flutterbys Puppets, Clair Radich*
Great Arizona Puppet Theater,
Nancy Smith*
Dick Schick
Phyllis Vogelsong

SCIENCE

Arizona Science Center
 Bill Herron
 Starlight Planetarium Productions,
 Brian DeWelles

VARIETY ACTS

Accent Entertainment, Larry Chebowski
 Aces Entertainment
 John Nolander
 Michael Steele

SIGN LANGUAGE

Elaine Smith*

SONG WRITERS

Lon Austin

STORY TELLERS

John Abbott
 Aces Entertainment
 Dorothy Daniels Anderson
 Sarah E. Barchas
 Karen Black
 Lollie Butler
 K. E. Conway
 Jill Detter
 Don Doyle
 Pam Faro
 Dennis R. Freeman
 Harlynne Geisler
 Fatimah Abdul-Halim
 Judy Norman
 Anne Lee
 Carol Merrill
 Vi Meyer
 Gloria Meyers
 Ken Mikell
 Nita V. Norman
 Tony Norris
 Pat Oso
 Leticia Pizzino*
 David A. Riggs
 Martin Juan Rivera, Sr.
 Leslie Eve Ross
 Jeffrey Sadow
 Mary Ruth Shropshire
 Story Peddlers
 We're Storytellers, Russell Mann
 Joyce A. Story
 Diane Winslow
 Rosie Stevens Witcher

STUNT TEAM

Pro-Impact Stunt Team, Lance Lyons

Contact Person:

Name: John Abbott
Address: P.O. Box 187, Chino Valley, AZ 86323
Telephone: (520) 636-2025

Description of Performance:

Professional storyteller, tells adventure and ghost tales and legends of the Old West. Age level: Adult, Intermediate, Juvenile.

Fee Plus Mileage:

\$350/Schools. Other negotiable.

Travel Range:

Arizona schools and libraries.

Past Performances:

Phoenix Pubic Library System; Scottsdale, Glendale and Mesa School Districts, museums, elder hostel and schools internationally.

Contact Person:

Name: Accent Entertainment Inc, Larry Chebowski
Address: 2111 South Industrial Park Avenue, Suite #106, Tempe, AZ 85282-1923
Telephone: (602) 967-7676 **Fax:** (602) 902-0669
e-mail: wheels@extremezone.com **Web:** www.accententertainment.com.

Description of Performance:

Entertainment service with a variety of acts, including catering and decorating.

Fee Plus Mileage:

Depends on entertainer.

Travel Range:

Arizona.

Past Performances:

Various daycares, private birthdays, parades, fairs.

Contact Person:

Name: Aces Entertainment
Address: 3333 E. Indian School Rd., Suite. #1, Phoenix, AZ 85018
Telephone: (602) 956-5102 ext. 15 **Fax:** (602) 956-7208

Description of Performance:

Storytellers: Mother Goose, Mrs. Santa Claus, Clown Band Lynn "win" Roberts (instrumental and vocal act) ethnic bands, country western.

Fee Plus Mileage:

Call for quotes.

Travel Range:

Anywhere in Arizona.

Past Performances:

City of Phoenix, Scottsdale Center for the Arts, Mesa Public Library, Scottsdale Public Library, Peoria Public Library, Chandler Public Library, Tempe Public Library.

Contact Person:

Name: Penny Artio
Address: 1053 E. Moon Vista, Apache Junction, AZ 85219
Telephone: (602) 982- 6376

Description of Performance:

Formerly of AZ C.U.B.S. - Central United Bear Society. Presents educational programs about black bears in southwest and northern Arizona. Information includes what to do when a bear is encountered when camping or hiking. Uses video program, "Bear Aware". K-12 grade. Adult Education Programs also available.

Fee Plus Mileage:

No fee charged. Mileage is negotiable.

Travel Range:

Negotiable.

Past Performance:

REI stores and libraries, schools, A.A.L.E.

Contact Person:

Name: Aloha Hoomalimali, Alice Stewart
Address: 8155 E. Crescent Circle, Mesa, AZ 85208-4721
Telephone: (602) 986-7293 or Beverly Ibbs (602) 830-8124

Description of Performance:

Performs dances from Polynesian Islands, including Hawaii, Samoa, New Zealand, and Tahiti with appropriate costumes. The Folksteppers, dances of all nations, The LUV clowns, variety shows.

Fee Plus Mileage:

\$100/45 minutes to 1 hour program.

Travel Range:

Metro Phoenix area; usually no mileage. Can go to Flagstaff; Mileage fee.

Past Performance:

Twin Knoll Mobile Home Park, Val Vista Lakes, various nursing homes.

Contact Person:

Name: Dorothy Daniels Anderson
Address: 4311 East Clarendon, Phoenix, AZ 85018
Telephone: (602) 957-0462 or ddastory@worldnet.att.net

Description of Performance:

Professional author/storyteller: Dresses in costume and tells stories about Arizona in the "Olden Days." Stories are researched and written by D. Anderson. She will also speak to children about how she writes and tell how to get published.

Fee Plus Mileage:

Between \$100-\$300 per hour depending on distance and size of audience. Negotiable.

Travel Range:

All of Arizona.

Past Performances:

Phoenix Public Library, Douglas Public Library, Glendale Community College Schools; clubs; banquets; conventions; Arizona State Library Association.

Contact Person:

Name: The Arboretum of Flagstaff, Steve Yoder, Education Director
Address: P.O. Box 670, Flagstaff, AZ 86002
Telephone: (520) 774-1442

Description of Performance:

Variety of programs and crafts relating to plants. Example: seed workshops. Theme centers around "The Giving Tree" by Shel Silverstein.

Fee Plus Mileage:

Call for information.

Travel Range:

Northern Arizona.

Past Performances:

Flagstaff Public Library, Williams Public Library. Presented programs in Cottonwood, Show Low, Payson, Springerville and Gallup, NM.

Contact Person:

Name: The Arizona Historical Society Museum, Karen Cook
Address: 1300 N. College, Tempe, AZ 85281
Telephone: (602) 929-0292 ext. 136

Description of Performance:

Living History Outreach Program. Historical character comes in costume with appropriate props and gives a 30 to 45 minute presentation. Characters include a mountain man, conquistador, Jack Swilling, Martha Summerhays, Lt. Henry Flipper, Lucy Luckett, Ranch woman, Tom Rynning, Sharlot Hall, Frances Willard Munds, Marshal Jack Allen, Addie Mae Carter, Nellie Cashman.

Fee Plus Mileage:

\$75 per presentation includes mileage. Outside 50 mile radius of Phoenix, contact for expenses-double fee for outside 50 miles.

Travel Range:

Arizona.

Past Performances:

Maricopa County Library System, Mesa Public Library, Chandler Public Library, Tempe Parks and Recreation.

Contact Person:

Name: Arizona Science Center
Address: 600 E. Washington Street, Phoenix, AZ 85004
Telephone: (602) 716-2000 **Fax:** (602) 716-2099

Description of Performance:

The Science Center offers outreach programs for students, teachers, and community groups. Student programs range from in classroom demonstrations on astronomy and chemistry to indoor/outdoor programs on science in the desert. Teacher programs are perfect for staff development and include topics such as: Desert Science, Preschool Science, and Physical Science. The Science Center's other educational resources and services include a Computer Clubhouse, Resource Department, and Mentor Program.

Fee Plus Mileage:

Vary

Travel Range:

Arizona.

Past Performances:

Glendale Public Library, Phoenix Public Library System, Tempe Public Library, Mesa Public Library.

Contact Person:

Name: Arizona Public Service Company, Carol Rosson
Address: P.O. Box 53999, Station 8418, Phoenix, AZ 85072
Telephone: (602) 250-3418

Description of Performance:

Electrical safety for elementary age children. Free kits for 1st through 4th grade; interactive lecture and video for 5th grade.

Fee Plus Mileage:

Free within APS service territory.

Travel Range:

Within APS service territory.

Past Performance:

Public schools in Glendale, Phoenix, Wickenburg, Scottsdale, Avondale, Paradise Valley, Clarkdale, Jerome, Flagstaff, Globe, Miami.

Contact Person:

Name: Doris Asano
Address: 1201 W. Seldon Lane, Phoenix, AZ 85021
Telephone: (602) 997-0679

Description of Performance:

Origami. (creative paperfolding)

Fee Plus Mileage:

Does not charge except for materials use. Mileage negotiable.

Travel Range:

Phoenix metro area.

Past Performance:

Dobson Ranch Library, Mesa Main Library, Arizona Museum for Youth, Phoenix Public Library.

Contact Person:

Name: Lon Austin
Address: 7361 W. Mescal, Peoria, AZ 85345
Telephone: (602) 979-8374

Description of Performance:

Songwriter, folksinger, and zen trained prevaricator. Can perform before all age groups. Lon and wife Sandra are also a resource for locating other valley area acoustic performers. Also performs with Dean Cook as "Arizona Raccoon Tours" and with Trail Dust, a group of 11 singers and storytellers.

Fee Plus Mileage:

Negotiable within Arizona.

Travel Range:

Phoenix Metro area.

Past Performance:

Sharlot Hall Museum Folk Festival, coffee houses, Peoria Public Library Folk Music series, campouts.

Contact Person:

Name: Sarah E. Barchas
Address: P.O. Box 246, Sonoita, AZ 85637
Telephone: (520) 455-5769

Description of Performance:

Author/Storyteller. Bilingual and Multicultural Storytelling and Song, Love of Reading. Age level: Preschool, Intermediate. Publications: *Pinata: Bilingual Songs for Children*, (cassette/book.) *Get Ready, Get Set, Sing!* (cassette/book), *I Was Walking Down the Road* (English/Spanish) *Todos, Listos, canten: canciones para ninos* (cassette book) (cd book).

Fee Plus Mileage:

\$250 for 2 sessions. \$300 for 3 sessions. Only occasionally.

Travel Range:

Tucson, Patagonia, Nogales.

Past Performance:

Large number of performances and workshops.

Contact Person:

Name: Berta Benally
Address: P.O. Box 1492, Flagstaff, AZ 86002
Telephone: (520) 527-1041

Description of Performance:

Native American Dance; Navajo Traditional and Intertribal Dance; Native American storytelling - winter time; Musical group - Black fire; School Residencies. Alter-Natives Jones Benally is first traditional consultant in the U.S. working with the Indian Health Service.

Fee Plus Mileage:

Negotiable.

Travel Range:

International and U.S.

Past Performance:

(1994) Luther Burbank Center; Santa Rosa California; Mesa Libraries; World Soccer Finals; Festival Internationale (LA); Smithsonian Institute; Rome, Italy; Norway; East Germany; Ohio; California; Washington D.C. and many other places.

Contact Person:

Name: Karen Black
Address: 5209 N. Tigua Dr., Tucson, AZ 85704
Telephone: (520) 888-3926

Description of Performance:

Storyteller of farm life, Southwest tales, folk tales, ghost stories, and campfire stories for all ages.

Fee Plus Mileage:

Negotiable.

Travel Range:

Tucson only.

Past Performances:

Iowa Storytelling Festival, libraries, Tohono Chul Park, Amphitheater District schools, and Churches.

Contact Person:**Name:** Joan Bourque**Address:** P.O. Box 1112, Cornville, AZ 86325**Telephone:** 520-634-6606 **FAX:** 520-639-3483**Description of Performance:**School & classroom presentations for grades 2 through 9. Topics include: Who is the Strangest Creature in the Sea? Ocean Environments, Island Life, Author of *Dreams of Dolphins Dancing*.**Fee Plus Mileage:**

\$50.00

Travel Range:

Arizona

Contact Person:**Name:** Lollie Butler**Address:** 2046 E. 5th Street, Tucson, AZ 85719**Telephone:** (520) 622-2046**Description of Performance:**

Author/Storyteller. Topics: Dinosaurs, Animals, Native Americans.

Age Level: Preschool, Intermediate, Teens.

Publications: *The Magical World of Dinosaurs*, *The Magical World of Prehistoric Animals*. Articles in *Ladybug* and *Cricket*.**Fee Plus Mileage:**

\$175/class; \$225/half day; \$350/day plus travel. \$100-\$150 + travel for libraries. Prices lower for schools near Tucson.

Travel Range:

Arizona, New Mexico, California.

Past Performance:Tanque Verde Schools, Tucson Public Library, Children museums.
Recipient of the Arizona Commission of the Arts Award.**Contact Person:****Name:** Coconino County Dept. Of Health Services, Injury
Prevention Program**Address:** 2625 N. King Street, Flagstaff, AZ 86004**Telephone:** (520) 522-7871**Description of Performance:**

"Safe Kids," contact Tricia Fortin. Bicycle safety, car seats, teen suicide prevention.

Fee Plus Mileage:

Free.

Travel Range:

Coconino County.

Past Performances:

Elementary schools, preschools.

Contact Person:

Name: Coconino County Sheriff's Department
Address: P.O. Box 39, Flagstaff, AZ 86002
Telephone: (520) 774-4523

Description of Performance:

Hug-A-Tree program. Teaches children what to do if they become lost in the woods; how to make themselves "big" for helicopters and searchers; and about survival kits.

Fee Plus Mileage:

Free.

Travel Range:

Coconino County.

Past Performance:

Flagstaff schools.

Contact Person:

Name: K. E. Conway
Address: Sedona, AZ 86341
Telephone: (520) 284-1074

Description of Performance:

Preschool and up presentation on whales and dolphins including story book, photo books, anatomically correct models of whales, discussion and listening to sounds of whales and dolphins-also video tapes, if VCR is available. Arts and crafts.

Fee Plus Mileage:

Small fee and mileage negotiable.

Travel Range:

Arizona.

Past Performance:

Sedona Public Library preschool story time with whale story, discussion, cassette taped whale sounds and baleen whale feeding demonstration. Cottonwood Public, Black Canyon Public, and Camp Verde Public Libraries, Prescott Library.

Contact Person:

Name: Susan Corl
Address: P.O. Box 898, Patagonia, AZ 85624
Telephone: (520) 394-2926

Description of Performance:

Children's workshop on paper making, bookbinding for children, dolls, mask making and other crafts, cartoons, animation, Ukrainian egg decorating, corn husk dolls, bead work, quilts, gardening.

Fee Plus Mileage:

Negotiable for workshop, plus mileage, plus expenses. \$200 a day.

Travel Range:

Arizona.

Past Performances:

Patagonia Public Library, Nogales, and Rio Rico Libraries. Very Special Arts Festival, Mesquite Grove Gallery.

Contact Person:**Name:** Jay Cravath**Address:** 10438 S. 45 Place, Phoenix, AZ 85044**Telephone:** (602) 893-1482 **Fax:** 602-893-1482**Description of Performance:**

Flute player; Music and instrument of Arizona Pioneers; Music and culture of Arizona Native Americans; History of Rock & Roll.

Fee Plus Mileage:

Works through the Arizona Humanities Council. Programs are offered free by writing a simple grant. Call Arizona Humanities Council Speakers Bureau at 602-257-0335 or \$150 plus mileage.

Travel Range:

Statewide

Past Performance:

Chandler Public Library, Sun Lakes Library, Phoenix Art Museum, Scottsdale Center for the Arts, Desert Caballeros Western Museum, various Phoenix library branches.

Contact Person:**Name:** Keith and Kathryn Cunningham**Address:** Northern Arizona Univ., P.O. Box 6032, Flagstaff, AZ 86011**Telephone:** (520) 523-4420**Description of Performance:**

Folklorist, who as an artist-in-residence, locates interviews and documents traditional artists within a community. Acts as a facilitator between the public and local artist. School/library cooperation desirable.

Fee Plus Mileage:

\$120/day plus per diem.

Travel Range:

Arizona.

Past Performance:

Twelve Arizona public schools and Tempe Historical Society Museum.

Contact Person:**Name:** DJ the Clown**Address:** P.O. Box 41955, Phoenix, AZ 85080**Telephone:** (602) 580-0834**Description of Performance:**

Balloon sculpturing, pocket magic, magic shows, face painting, balloon bouquets, balloon decorating, mimes, Santa with a real beard, and more.

Fee Plus Mileage:

Varies according to performance. Programs starting at \$75. Multiple hours, reduced rates. Mileage charged outside Phoenix metro area.

Travel Range:
Arizona.

Past Performances:

Glendale Public Library, Fort McDowell Library, Mesa Parks and Recreation, City of Tempe, City of Chandler, Douglas, Phoenix Parks & Recreation, Scottsdale Parks & Recreation, Dobson Ranch Public Library and many others.

Contact Person:

Name: Jill Detter
Address: 1022 East Keim Drive, Phoenix, AZ 85014
Telephone: (602) 274-8076 **E-mail:** Jdetter@nsl.lib.ei.

Description of Performance:

Storytelling: Folktales and Fairytales, Mother Goose Stories and Rhymes, Creative & Participation Drama, Stories from Around the World. Age level: Preschool, Intermediate, Juvenile.

Fee Plus Mileage:
Negotiable.

Travel Range:
Arizona.

Past Performances:

Phoenix Public Library (Central and Branches); Shumway Public School, Chandler; Madison School District.

Contact Person:

Name: Don Doyle
Address: 1903 E. Fairfield, Mesa, AZ 85203
Telephone: (602) 833-3013

Description of Performance:

Storyteller. Tells legends, folk traditions of the world cultures, Celtic stories, and personal experience stories.

Fee Plus Mileage:
\$400/day for 45 minute program in Phoenix metro area; \$400 plus mileage and expenses outside Phoenix metro area.

Travel Range:
Arizona wherever needed.

Past Performances:

Phoenix Public Library, Mesa Public Library, Apache Junction Public Library, school libraries across the state, Arizona State Library Conference Fall '93. Exchange place teller, representing Western U.S. at Jonesboro Storytelling, Timponogas Storytelling Festival.

Contact Person:

Name: Education Dept. of Planned Parenthood, Diane Dudley
Address: 5651 N. 7th Street Phoenix, AZ 85014
Telephone: (602) 265-2495

Description of Performance:

National Family Sexuality Education Month Programs (October). Various programs in English and Spanish for parents and children. "Including Growing Up: What's Happening?" "How To Talk To Your Kids About Sex," and "Responsible dating," and "Safe Dating". Scheduled to do programs at various libraries throughout the year. Also have 3000 books on reproductive health

care and have videos and other teaching aids available. Open to the public. (May) National teen pregnancy awareness month.

Fee Plus Mileage:

Free

Travel Range:

Maricopa County mostly but will travel to other areas. Flagstaff, Yuma, Globe, Prescott, Casa Grande.

Past Performances:

Presentations in valley area schools, clubs, and various organizations.

Contact Person:

Name: Paul W. Estes of *The Magicians*
Address: P.O. Box 66952, Phoenix, AZ 85082-6952
Telephone: (602) 257-4261

Description of Performance:

Magic show and/or lecture/demonstration of principles of deception and/or magic workshop for youth or adults.

Fee Plus Mileage:

\$150

Travel Range:

Arizona.

Past Performances:

Scottsdale Public Library, Glendale Public Library, Tempe Public Library, Mesa Public Library, Nogales Public Library, Peoria Public Library, Phoenix Public Library, Sierra Vista Public Library.

Contact Person:

Name: Pam Faro
Address: 310 1/2 Baseline Road, Lafayette, CO 80026
Telephone: (303) 665-2721 or (602) 508-9331
or c/o Mark Faro, 3521 E. Virginia Ave., Phoenix, AZ 85008

Description of Performance:

Multi-cultural tales, bilingual Spanish-English stories, animal stories with music, math stories (one word), storytelling workshops, true story of Great-Uncle who survived the Titanic for 3rd grade and adult. Age level: Preschool, Intermediate, Juvenile, and grades 9-12 and adult.

Fee Plus Mileage:

\$150

Travel Range:

Anywhere.

Past Performance:

Phoenix Public Library, Rocky Mt. Storytelling Festival, Kansas Storytelling Festival, Iowa Storytelling Festival, 1992 National Storytelling Festival in Tennessee.

Contact Person:

Name: Flutterbys Puppets, Clair Radich
Address: 4638 N. 22nd Avenue, Phoenix, AZ 85015
Telephone: (602) 246-4043

Description of Performance:

Presents wide variety of puppet shows for children, many with a holiday theme. Gives workshops for children or adults to make and use puppets. Mother Goose characterization, will do strolling performances.

Fee Plus Mileage:

\$50 for 30 minutes, with longer programs and workshops, fee negotiable. Mileage if outside Phoenix metro area.

Travel Range:

Arizona.

Past Performance:

Glendale Public Library, Casa Grande Library, Patagonia Elementary School, Whittier School - and Phoenix.

Contact Person:

Name: Folksteppers, Alice Stewart
Address: 8155 E. Crescent Circle, Mesa, AZ 85208-4721
Telephone: (602) 986-7293 or Beverly Ibbs, (602) 830-8124

Description of Performance:

Performs dances of all countries, "Trip Around the World," or will concentrate on one country. Performs Irish programs, Israeli Programs, Cinco de Mayo programs and Oktoberfest events. Scandanavian, May Day Events.

Fee Plus Mileage:

\$100 for 45 minute to 1 hour program.

Travel Range:

Metro Phoenix area, usually no mileage; can go to Flagstaff, mileage fee.

Past Performance:

Twin Knolls Mobile Home Park, Val Vista Lakes, various nursing homes.

Contact Person:

Name: Dennis R. Freeman
Address: P.O. Box 42036, Ste. 377, Phoenix 85080-2036
Telephone: (602) 465-7791 or Outside Phoenix Metro 800-653-1483
e-mail: cuento@primenet.com

Description of Performance:

Storyteller, Playwright. Topics include southwest legends; personal narrative and world folklore.

Fee Plus Mileage:

\$350 - \$650 plus travel if required for one to three same day performances. Will consider lower fees for libraries.

Travel Range:

Arizona, Colorado, New Mexico.

Past Performances:

Artist in Education, Artist in Residence, Museum of Northern Arizona, Eastern Arizona College, Arizona Western College, Maricopa Community Colleges, Mohave Community College, Desert Caballeros Western Museum.

Contact Person:

Name: Roman Galvan
Address: 3166 Gopher Rd., Chino Valley, AZ 86323
Telephone: (520) 636-8528

Description of Performance:

Multi-National Story Teller, Actor, Singer, Role Player.

Fee Plus Mileage:

\$35.00 (1/2 to 1 hr. performance) + mileage (10¢ per mile)

Travel Range:

Yavapai County - Northern Arizona

Past Performance:

Prescott-Asian; Pacific Legends; Camp Verde Public Library; Mayer Public Library; Cottonwood Public Library; Clarkdale Public Library; Flagstaff Public Library. Roundtable stories as Merlin; Chino Valley-2 years. Director of Summer Drama Program; also multi-lingual, sign singing, sfx make-up, shadow puppetry, Kabuki, Commedia and Greek theater experience.

Contact Person:

Name: Margaret K. Garaway
Address: 7887 N. La Cholla #2131, Tucson, AZ 85741-4357
Telephone: (520) 579-9321

Description of Performance:

Author. Writing workshops. Published: *The Old Hogan*; *Ashkii y el abuelo*; *Dezbah and the Dancing Tumbleweeds*, *The Teddy Bear Number Book*, *Los Numeros Con Ositis*, and *Of Hopes & Dreams* (1913 Diary). Age level: Preschool, Intermediate, Juvenile. (Spanish/English Audio and paper.)

Fee Plus Mileage:

\$300 plus travel, lodging.

Travel Range:

Southwest.

Past Performance:

Schools throughout Arizona, U of A, S. E E K. Program.

Contact Person:

Name: Harlynne Geisler
Address: 5361 Javier Street, San Diego, CA 92117-3215
Telephone: (619) 569-9399 **Fax:** 619-569-0205
E-mail: storybag@juno.com or storybag@cts.com
Web: www.swiftsite.com/storyteller

Description of Performance:

Hauntingly true ghost stories. Riddle Me This: Asian tales; A Fiesta Of Folktales: Hispanic stories from New Mexico, Mexico, and Central America; Woof! Dog Tales Around the World For Kids; Highland Hauntings: Tales of Scotland; The Speaking of the Green: Irish tales.

Fee Plus Mileage:

For \$400 per day. Harlynne will perform at 3 libraries.

Travel Range:

Nationwide.

Past Performance:

Albuquerque, New Mexico (9 branches); Austin, Texas (6 branches); Illinois (7 cities); Sacramento Public Library; San Diego City Public Library System (26 branches); Tucson, AZ (2 branches); Oceanside Library Family Sleep-Over; Beverly Hills Library Family Storytelling Festival; Huntington Beach Library Carnival of Folk Tales; READ/San Diego's Fifth Anniversary Celebration of Literacy.

Contact Person:

Name: Great Arizona Puppet Theater, Nancy Smith
Address: P.O. Box 7001, Phoenix, AZ 85011
Telephone: (602) 262-2050

Description of Performance:

Extensive repertoire including fairytales; original shows; educational shows on environment, water conservation, Native American legends, endangered species. Puppet shows appropriate for preschoolers through adult and for both large and small audiences. Also performs Navajo and Chinese shadow stories.

Fee Plus Mileage:

\$125-\$400. Travel more \$125-\$600.

Travel Range:

Travel throughout Arizona.

Past Performances:

The company performs thousands of performances each year at their theater and at libraries, schools, Churches, community centers, shopping centers, private homes, child care centers, the Desert Botanical Garden as well as the cities of Phoenix, Mesa, Chandler, Gilbert, and the Phoenix Zoo.

Contact Person:

Name: Kurt Milham, c/o Yavapai County Sheriff's Office
Address: 255 E. Gurley St., Prescott, AZ 86301
Telephone: (520) 771-3275

Description of Performance:

Child Safety Programs, Good Touch - Bad Touch, Stranger Danger. Can arrange for education on most any topic, can schedule deputies, K - 9 units etc, to visit groups.

Fee Plus Mileage:

None.

Travel Range:

Yavapai County only/Unincorporated areas - must have pre-approval from city police departments before presenting a program in city limits.

Past Performance:

Yavapai County Schools, library groups, pre-schools, etc.

Contact Person:

Name: Fatimah Halim
Address: 4133 N. 15th Drive, Phoenix, AZ 85015
Telephone: (602) 230-0797

Description of Performance:

Author/Storyteller. Urban/Contemporary tales, Black History, Cultural Awareness, Self-Esteem, Kwanzaa. Her programs strive to foster harmonious relationships among groups. Published: *Reflections: Black Women in History, and Kwaanza Workbook*. Age level: Preschool, Intermediate, high school, adult.

Fee Plus Mileage:

\$300/hour.

Travel Range:

Arizona, or outside of the state.

Past Performance:

Phoenix Public Library, Mesa Public Library, Cochise School, Herberger Theater, Phoenix Art Museum, Brazil, and Africa.

Contact Person:

Name: Sue Handke for Danny Handke
Address: 8307 N. 85th Place, Scottsdale, AZ 85258
Telephone: (602) 991-3131

Description of Performance:

A 15 year-old student, teaches kids to draw familiar cartoon characters such as Tweety Bird and Wyle E. Coyote. Also plays two games: 1) Create a Toon where the audience tells him where to place the lines and the finished product is one big character which is created from the kids own imagination and 2) "Name that Toon" where Danny draws familiar cartoon characters and the kids must guess the character before he finishes.

Fee Plus Mileage:

\$25/45 minutes presentation plus mileage.

Travel Range:

Statewide.

Past Performances:

Taught cartooning at the Scottsdale Center for the Arts; Kids Camp at the Phoenician Resort; created logos for local businesses and his school; and has his own company called Fantast-a-Toons; Maricopa County Libraries; Page Public Library; Apache Junction Public Library; Showlow Public Library; and Phoenix Childrens Hospital.

Contact Person:

Name: Sue and Kyle Harris
Address: 1502 E. Sunnyside Drive 85020
Telephone: (602) 943-8645

Description of Performance:

Folksinger, Storytelling, AZ History tie-ins

Past Performance:

Peoria Public Library, Scottsdale Center for the Arts, Arts in Education, Charlotte Hall Folk Festival.

Contact Person:

Name: Heard Museum, Ed. Services; Gina Laczko
Address: 22 East Monte Vista Road, Phoenix, AZ 85004
Telephone: (602) 252-8840

Description of Performance:

Speakers Bureau consists of slide/lecture presentations on a variety of Southwestern Native American themes with hands-on artifacts. Also available are small traveling exhibits on rain, Hopi Kachina Dolls, and a folk artist from Guatemala. Display is free standing and requires low security and minimum space. A variety of educational activities and information are available on the Internet.

Fee Plus Mileage:

Free.

Travel Range:

Arizona.

Past Performances:

Provided an exhibit on *Rain as the Indians in the Southwest View It*, and included both an adult speakers program with slides and a children's program at the Gilbert Public Library, Heard Organization, and Apache Junction Public Library.

Contact Person:

Name: B. G. Hennessy
Address: 7837 N. 54th Street, Paradise Valley, AZ 85253
Telephone: (602) 948-5288

Description of Performance:

Author. Published *Jake Baked the Cake*. Among others. Age level: Preschool, Intermediate.

Fee Plus Mileage:

Negotiable.

Travel Range:

Negotiable.

Past Performance:

Arizona Reading Conference, Society of Children's Literature, Scottsdale Public Schools, Paradise Valley Schools.

Contact Person:

Name: Bill Herron
Address: P.O. Box 17131, Tucson AZ, 85731
Telephone: (520) 733-7000

Description of Performance:

45-min. - 1 hour Science Shows, High energy entertainment introducing several concepts of science in an exciting manner, Great fun for children 5-12 years old. One hour workshops covering over 40 subjects. Hands on where we bring the equipment and instructor and the children always make things and take something home. Children 5-12 years old. Full-day or half-day sessions that give 5-12 year old children hands on activities on a science subject/concept.

Fee Plus Mileage:

Science shows, \$150. Workshops, \$3.50 per child up to 35 children, minimum \$90. Full-day, Half-day sessions, widely varies dependant on number of children, length of program equipment involved. Mileage: Ajo \$30, Sells, Arrivaca \$15, Catalina, Green Valley, Three Points, Vail Sahuarita, \$10, Oro Valey, Marana \$5, Tucson, South Tucson, none.

Travel Range:

Southern Arizona.

Past Performances:

Over 50 elementary schools, All YMCA's, 9 parks and Rec KIDCO sites, All Pima Parks and Rec sites, All Tucson Malls, Various Childcare Centers, Old Tucson Studios, Various Churches, 19 Pima County Libraries, bookstores and corporate events.

Contact Person:

Name: Mary Hollan
Address: 11001 N 7th Street #1176, Phoenix, AZ 85020
Telephone: (602) 906-0377 **Fax:** (602) 906-0377

Description of Performance:

Musical performance enhancing children's rhythm and musical ear. Singing and dance included. Disney music and folk songs.

Fee Plus Mileage:

Phoenix area (\$150) plus \$50 mileage.

Travel Range:

Green Valley to Flagstaff.

Past Performance:

Mesa Public Library and Branches, Glendale Public Library, Sedona Public Library, Tucson Public Library Branches, Tempe Public Library, Maricopa County Library Branches.

Contact Person:

Name: Rich Howard Entertainment
Address: 3502 N. 81st Street, Scottsdale, AZ 85251
Telephone: (602) 945-9193

Description of Performance:

Fast-paced music, magic and juggling. Lots of interaction with children. He invents musical instruments. He demonstrates the process of taking creative ideas and putting them into action.

Fee Plus Mileage:

Minimum \$100 per show plus mileage and expenses.

Travel Range:

Arizona.

Past Performances:

Tolleson Public Library, Scottsdale Public Library, Douglas Public Library, Scottsdale School District, and Page Public Library.

Contact Person:

Name: Heather Irbinskas
Address: 9415 E. Wrightstown Road, Tucson, AZ 85715
Telephone: (520) 298-2145

Description of Performance:

Author. Published: *How Jackrabbit got His Very Long Ears*. Age level: Preschool.

Fee Plus Mileage:

Negotiable.

Travel Range:
Statewide.

Past Performance:
Walter Douglas, Laguna, Rio Rico Schools, Arizona Young Authors Conference.

Contact Person:
Name: Jolly Roger
Address: 6801 E. Mescal Street, Scottsdale, AZ 85254
Telephone: (602) 991-4292

Description of Performance:
Children's entertainer. Presents magic, illusions, and educational program including story tricks. Also has a program that consists of games and competition. Longer shows, may include games, competitions, prizes.

Fee Plus Mileage:
Negotiable.

Travel Range:
Anywhere.

Past Performance:
Maricopa County Libraries, Mustang Branch of Scottsdale Public Library, Apache Junction Public Library.

Contact Person:
Name: Kathryn Lance (pen name: Lynn Beach)
Address: 3272 N. Glen Creek Dr., Tucson, AZ 85712
Telephone: (520) 326-2555 **Fax:** (520) 326-2555

Description of Performance:
Author of *Phantom Valley Series* and hard cover book, *Going to See Grassy Ella*. Will make author visits. Talks about writing process, about plots, and interacts with children. Reads from her books. Age level: 4-6th grade.

Fee Plus Mileage:
\$50/class or negotiable. Must provide transportation.

Travel Range:
Tucson area.

Past Performances:
Tucson schools including Brichta Elementary School, Tanque Verde Elementary School, Fort Lowell Elementary School, Manzanita Elementary School and Mansfield Junior High, and many others.

Contact Person:
Name: Anne Lee
Address: 7755 E. Edison, Tucson AZ.
Telephone: (520) 751-1402

Description of Performance:
Storyteller of Multicultural Tales.

Fee Plus Mileage:
Negotiable.

Travel Range:

Arizona.

Past Performances:

Various public libraries, Vail schools, Tucson Unified School District schools, and Tohono Chula Park.

Contact Person:

Name: Deanne Lewis RN, CMS
Address: 650 Robinson Dr., Prescott, AZ 86301
Telephone: (520) 778-6473

Description of Performance:

"Historical Florence Nightingale" in costume, tells stories and answers questions about her life, her role in modern nursing, as a pioneer in statistics, setting new standards in military health, and challenging the traditional Victorian women's role. Appropriate for school age children and adults.

Fee Plus Mileage:

\$75 - plus mileage.

Travel Range:

Arizona, as possible.

Past Performance:

Arizona Nurses Association State Convention, Chapter 5 AzNA, VA Medical Center Volunteers, Prescott Public Library.

Contact Person:

Name: Sylvia Long
Address: 8502 E. Welsh Trail, Scottsdale, AZ 85258-1412
Telephone: (602) 483-6181

Description of Performance:

Author and Illustrator. Has illustrated the following: *Hush Little Baby*; *Hawk Hill*; She does author signings, or some artwork design such as t-shirts, bookmarks, and postcards.

Fee Plus Mileage:

No fee. Mileage fee for out of town.

Travel Range:

Phoenix and occasionally out of town.

Past Performance:

Designed T-shirts and postcards for Phoenix library. Participated in a show of original illustrations of children's books held at the Phoenix Public Library.

Contact Person:

Name: Cynthia Lukas
Free Lance Writer
Address: 8001 E. Paraiso Drive Scottsdale, AZ 85255
Telephone: (602) 585-6180

Description of Performance:

Creative writing and how to get published by an author or teacher. Free lance writer of novels, keynote speaker at various programs for adults and youths, and teaches workshops in creative writing. Published Young Adult novel, Center Stage Summer for children ages 12- 14 years. Teaches writing at Paradise Valley Community College.

Fee Plus Mileage:

Standard fee for library program is \$150 plus expenses, school appearance \$200-300/day, educational conferences \$250 and up or negotiable depending on circumstances.

Travel Range:

Throughout Arizona, if travel expenses are paid.

Past Performances:

Taught at seminars and taught writing workshops for adults and young people. Most recently appeared in conjunction with Young Authors Week in elementary schools as a leader of workshops. Wrote stories that were published in newspapers and magazines, poetry, also published a novel.

Contact Person:

Name: Luv Clowns, Alice Stewart
Address: 8155 East Crescent Circle, Mesa, AZ 85208-4721
Telephone: (602) 986-7293

Description of Performance:

Variety of programs including walk around magic tricks, face painting, toy balloon sculptures, puppets, ventriloquism, songs, dances, skits and audience participation.

Fee Plus Mileage:

\$50/clown for 2 hour program.

Travel Range:

Metro Phoenix area, generally no mileage, can go to Flagstaff, mileage fee.

Past Performances:

East Mesa branch of Mesa Public Library, Chandler Public Library, Toddler's Inn, Junior Village.

Contact Person:

Name: Thomas M. Marcellino
Address: P.O. Box 4498, Apache Junction, Arizona 85278
Telephone: (602) 984-6017

Description of Performance:

Available for Desert Awareness/Rattlesnake Behavior presentations. Past President of the International Venomous Snake Society. Owner, S.W. Rattlesnake exhibit.

Fee Plus Mileage:

\$50 per hour. Minimum (1) hour.

Travel Range:

East Valley

Past Performance:

Apache Junction Public Library.

Contact Person:

Name: Judy Norman
Address: 7437 W. Acoma, Peoria, AZ 85381
Telephone: (602) 979-4875

Description of Performance:

Storyteller. Programs include, "Many Peoples, Many Places," "Serious Laughter." Some Spanish and Sign as well as English.

Fee Plus Mileage:

\$75/40 minutes plus 25¢/mile over 50 miles plus expenses (or meals and lodging provided).

Travel Range:

Arizona.

Past Performances:

Cochise County libraries, Peoria Public Library, Peoria School District, and Washington School District.

Contact Person:**Name:** Carol Merrill**Address:** 2202 N. Mohave, Chino Valley, AZ 86323**Telephone:** (520) 636-0982**Description of Performance:**

Storytelling and traveling museum.

Fee Plus Mileage:

\$50 plus transportation and lodging.

Travel Range:

Northern Arizona, Chino Valley AZ.

Past Performance:

Chino Valley Library.

Contact Person:**Name:** Mesa Youth Placement Service, Pris Merlene**Address:** 1025 N. Country Club Drive, Mesa, AZ 85201-3307**Telephone:** (602) 649-2150 **Fax:** (602) 649-2111**Description of Performance:**

Mesa Youth Placement Service is a community funded program providing workshops to students ages 12-19, who live or attend school in the City of Mesa. The workshops are job seeking skills, resume writing, babysitting, and mock interviews. During the month of August we coordinate a "Junior High Jitters" workshop for students entering junior high school and their parents. This workshop helps with the transition of youth from elementary to junior high school.

Fee Plus Mileage:

No charge.

Travel Range:

Boundaries of City of Mesa.

Past Performances:

Provide year round service to youths ages 12-19 in all Mesa Public Junior High and High Schools.

Contact Person:**Name:** Vi Meyer**Address:** 6521 E. Shea Boulevard, Scottsdale, AZ 85254**Telephone:** (602) 948-6508**Description of Performance:**

Storyteller, stories about the environment and how to care for it. Arizona history, Renaissance (with costume), Poetry (with storytelling). Age level: Preschool, Intermediate Juvenile. Also adult programs, perform historical characterizations for AZ Historical Society Museum.

Fee Plus Mileage:

\$50/class or \$125/assembly, multiple classes, negotiable.

Travel Range:

Arizona; beyond Phoenix (mileage, lodging).

Past Performance:

Payson Schools, Casa Grande Schools, Phoenix Valley Schools, ASU West, Community Colleges.

Contact Person:

Name: Gloria Meyers
Address: 715 W. Congress, Tucson, AZ 85745
Telephone: (520) 884-7951

Description of Performance:

Storytelling for children and adults. Audience participation with songs, chants, movement and acting. Mostly African and African American stories.

Fee Plus Mileage:

\$100 per 45 to 60 minutes session plus mileage and expenses outside Tucson metro area.

Travel Range:

Arizona.

Past Performances:

Mission Pubic Library, tutor/advisor for Tucson Unified School District African American studies.

Contact Person:

Name: Jan Mike
Address: 1118 S. Mann Avenue, Tucson, AZ 85710
Telephone: (520) 790-0732

Description of Performance:

Author of 28 books: *Desert Seasons*, *Gift of the Nile*, *Opossum and the Great Firemaker* and cut and color paper doll books about Indians tribes of Arizona. Writing workshops, children to adult.

Fee Plus Mileage:

Negotiable plus mileage and expenses.

Travel Range:

Southern Arizona.

Past Performances:

Tucson schools, Phoenix Public Library, Panelist Southwest Authors' Conference, and Society of Children's Book Writers and Illustrators.

Contact Person:

Name: Ken and Lynne Mikell
Address: 1285 Meadow Lane, Cottonwood, AZ 86326
Telephone: (520) 634-6464

Description of Performance:

Traditional Western music and Cowboy poetry, with attention to the Celtic and European origins of Western music. Music and poetry of the rest of the West (non cowboy). Storytelling. Harp and guitar.

Fee Plus Mileage:

\$100-\$500. Expenses negotiated.

Travel Range:

Have guitar, will travel Arizona (call).

Past Performances:

Coconino Center for Arts, Desert Botanical Gardens, Prescott Folk Festival, Arizona Storytellers Conference, Arizona Cowboy Poetry Gathering, Sierra Vista Poetry Gathering, performed for Phoenix Boys Choir, presenter at Yavapai Community College and NAU Elder hostels.

Contact Person:

Name: Dale E. Miller - Society of American Magicians
Address: 2348 Tee Dr., Lake Havasu City, AZ 86406
Telephone: (520) 453-1309

Description of Performance:

Magic show geared towards children of all ages.

Fee plus Mileage:

No program fee for libraries- contact for mileage fee.

Travel Range:

Arizona.

Past Performances:

Charles C. Royall Memorial Library (Lake Havasu City).

Contact Person:

Name: Mohave County Cooperative Extension
Address: 101 E. Beale St., Kingman, AZ 86401
Telephone: (520) 753-3788

Description of Performance:

Contact the following people for program information: Jerry Olson, 4-H; Robin Grumbles, agriculture; Lynne Durrant, family and consumer education.

Fee Plus Mileage:

No program fee, contact for mileage.

Travel Range:

Mohave County.

Past Performances:

Mohave County Library District, Charles C. Royall Memorial Library (Lake Havasu City), and various other libraries and schools throughout Mohave County.

Contact Person:

Name: Music Performance Trust Funds; Phoenix Federation of Musicians, Ted Alan, Administrator
Address: 1202 E. Oak St., Phoenix, AZ 85006
Telephone: (602) 254-8838

Partially subsidizes any public performance statewide including libraries, schools, and parks. Will refer to area musicians. Hours: Monday and Thursday 1-4 p.m.

Contact Person:

Name: John Nolander, "Uniquely Speaking".
Address: 2948 Quail Run Dr., Sierra Vista, AZ 85635
Telephone: (520) 459-8339

Description of Performance:

Rollicking library programs for children using ventriloquism, magic, comedy and audience participation. The program emphasize the promotion of reading and use of libraries. All props and equipment are provided. Renaissance stories with magic.

Fee Plus Mileage:

Program length, content and fees negotiable based on performance and library needs. Travel fees negotiable. Call for exact price.

Travel Range:

Statewide.

Past Performances:

Sierra Vista Public Library, Copper Queen Library, Nogales Library, Tubac Library, Rio Rico Library, Benson Library, Douglas Library, Sierra Vista elementary schools, Willcox schools, Gaslight Theatre in Tucson, Society of American Magicians-Stars of Magic 1995, Center for Substance Abuse-Vecinos Border Project.

Contact Person:

Name: Nita Norman
Address: 1513 W. Culver, Phoenix, AZ 85007
Telephone: (602) 271-9216

Description of Performance:

Storyteller. Multicultural stories. English/Spanish, English/Filipino. Storytelling Workshops. Age level: Preschool, Intermediate, Juvenile. Tortoise story and Show & Tell tortoise visit and crafts.

Fee Plus Mileage:

\$75 (negotiable) + mileage if over 20 miles.

Travel Range:

Arizona.

Past Performance:

Elementary schools and libraries throughout the state including Tucson, Phoenix, and Flagstaff. Telebration delegate to China. National Storytelling Association. Artist in Residence.

Contact Person:

Name: Tony Norris
Address: 9475 Doney Park Lane, Flagstaff AZ 86004
Telephone: (520) 526-6684

Description of Performance:

Storyteller & Music (Guitar). Programs for children and adults that utilize song, story and poetry. Subjects include Arizona history and characters, cowboy stories, songs and poetry, folk tales and personal stories. Folktales of the Southwest, Mexico & Native Americans and Appalachian Program. Workshops on storytelling.

Fee Plus Mileage:

\$100 approximately per program and mileage.

Travel Range:

Arizona.

Past Performances:

Sharlot Hall Folk Festival; Encanto Park Folk Festival; National Cowboy Poetry Gathering, Elko, Nevada; various Arizona school systems.

Contact Person:

Name: Grace O'Dair

Address: 1121 Shullenbarger Dr., Flagstaff, AZ 86001 (Grace O'Dair)

Telephone: (520) 774-4187 (Grace O'Dair)

Description of Performance:

Stories for all ages, some with musical accompaniment, participation stories, workshops for peer counseling groups and teachers.

Fee Plus Mileage:

Negotiable.

Travel Range:

Northern Arizona.

Past Performances:

Coconino Center for the Arts, state conferences, elementary and high schools and libraries in Utah, Idaho, and AZ. NAU workshop with therapy counseling.

Contact Person:

Name: Remi Ogunsile

Address: 8629 W. Encanto Blvd. Phoenix, AZ 85037

Telephone: (602) 907-2744

Description of Performance:

Traditional African Story Telling: Animals/Domestic/Morals.

Fee Plus Mileage:

\$150 plus Lodging and Transportation.

Travel Range:

Arizona.

Past Performances:

Flagstaff Middle School, Phoenix Public Library.

Contact Person:

Name: Pat Oso

Address: 1215 W. 1st Place, Mesa, AZ 85201

Telephone: (602) 890-0792

Description of Performance:

Storytelling and workshops in storytelling techniques; multicultural folktales; Tall Tales; myths and legends; morality stories/values lessons; interactive stories.

Fee Plus Mileage:

Negotiable - will work with budgets.

Travel Range:

Throughout Arizona. Possibly out of state.

Past Performance:

Villa Montessori School, Arizona Childcare Association; Oasis Intergenerational Tutors, National Montessori Conference, many schools, teachers conference, parent groups, fund raisers, Mill Avenue Art Festival, and Artist in Residence Programs, International Education conference on the full potential of the child in Colombia and Ecuador, South America.

Contact Person:

Name: Lorrain Ovaitt
Address: P.O. Box 321, Chino Valley, Arizona 86323
Telephone: (520) 636-0675

Description of Performance:

Storytelling - all ages.

Fee Plus Mileage:

\$50 plus \$.25 per mile.

Travel Range:

Arizona

Past Performance

I have told stories to elementary school classes as a college student at C.S. Mott Community College in Flint, Michigan. I also told stories to college students in Flint, Michigan. At the request of many different schools, I returned to tell stories and to read stories as well as poetry to students. While living in Newport, Oregon area I was part of many public poetry and story readings.

Contact Person:

Name: Steve Parker
Address: Spokane Washington
Telephone: (509) 927-7339

Description of Performance:

Cartooning workshops for children.

Fee Plus Mileage:

\$185 first hour. More than one group, \$150.

Travel Range:

Will travel to Arizona if group of libraries can arrange multi-programs.

Past Performance:

Scottsdale Public Library, Mesa Public Library.

Contact Person:

Name: Sheila Pattison
Address: 9020 E. Saddleback Drive, Tucson, AZ 85749
Telephone: (520) 749-4375

Description of Performance:

Storyteller of ghost stories, Irish stories, and campfire stories for preschool through adult.

Fee Plus Mileage:

Negotiable plus mileage and expenses.

Travel Range:
Southern Arizona

Past Performance:
Tucson Public Library, schools, and conferences.

Contact Person:
Name: K. J. Illusion, Kimberly Phelps
Address: PO Box 5042, Mesa, AZ 85210
Telephone: (602) 833-4014
URL: <http://www.indirect.com/www/kayne/kj.html>

Description of Performance:
Magic shows, entertainment and illusions for ages 5 and older.

Fee Plus Mileage:
\$85 for first 30 minutes, \$95 + mileage for one hour.

Travel Range:
Phoenix Area.

Past Performance:
Edison School, Foothills Library, Gilbert Library.

Contact Person:
Name: Phoenix Irish Step Dancers, Sharon Judd
Address: 15 South 20th Avenue, Phoenix, AZ 85009
Telephone: (602) 253-1978

Description of Performance:
Perform all varieties of traditional Irish dance: Ceili, solo figure dances

Fee Plus Mileage:
\$ 250.

Past Performance:
Chandler Public Library, performs throughout Arizona.

Contact Person:
Name: Leticia Pizzino, Storyteller (Jeff Manager)
Address: P.O. Box 1282, West Jordan, UT 84084-1282
Telephone: 1-800-669-7533 (brochure, reviews, and references sent upon request)
e-mail: stories@ieighty.net
Web: www.ieighty.net/~stories

Description of Performance:
Leticia is available to present a special storytelling program to coincide with the 1999 summer reading program "Read Arizona." Being a professionally-trained singer/musician, she enhances her storytelling with songs and music. Leticia offers a variety of programs, all described in her informational packet. Her vast repertoire gives her stories for any occasion or age.

Fee Plus Mileage:
\$95 for a 45-minute program plus a nominal travel expense.

Travel Range:

Leticia is willing to travel throughout the state.

Past Performance:

In July 1998 she was invited to perform at 7 Arizona libraries. Since 1995, Leticia has logged more than 50 performances at libraries throughout the state. She also performs at numerous schools and bookstores during each of her visits. She travels regularly and has also toured Wisconsin, California, Nevada, Oregon, Washington, Idaho and Utah. In addition, Leticia has performed at the Utah State Fair and the annual Timpanogos Storytelling Festival (one of the premier storytelling events in the nation).

Contact Person:

Name: Steve Prchal, Cindy Prestwood, Sonoran Arthropod Studies
Address: P.O. Box 5624, Tucson, AZ 85703
Telephone: (520) 883-3945 **Fax:** (520) 883-2578

Description of Performance:

Educational programs focusing on insects, arachnids and other arthropods. Programs utilize models, graphics and living arthropods.

Fee Plus Mileage:

\$100 per day plus mileage; 30¢ per mile.

Travel Range:

Southern Arizona, including Phoenix area.

Past Performance:

Tucson area: local school districts, day care centers, after school programs, summer day camps; Nogales Library; Sierra Vista.

Contact Person:

Name: Presto Magic Studio, Barry Schor
Address: 1550 E. University, Suite R, Mesa, AZ 85203
Telephone: (602) 464-4518

Description of Performance:

Professional magician specializing in family entertainment. Teaches magic to school age children ages 6-12 years in one time two hour class. Performs at parties, banquets, fund raisers, Bar Mitzvahs, conventions. Presto Magic is also a full service magic store.

Fee Plus Mileage:

Cost per student \$5.00 (for classes). Library programs negotiable.

Travel Range:

Arizona.

Past Performances:

Glendale Community College, Washington School District, Apache Junction Public Library, Chandler Public Library, Scottsdale Public Library, Jewish Community Center, Mesa Public Library

Contact Person:

Name: Pro-Impact Stunt Team, Lance Lyons
Address: P.O. Box 2645, Tempe, AZ 85280-2645
Telephone: (602) 858-0211

Description of Performance:

Bicycle-Skateboard-Rollerblade demonstration. Needs parking lot or basketball court sized area. The "Thrill Speakers" gain audience attention then speak on drugs resistance, goal setting, and staying in school.

Fee Plus Mileage:

\$550-\$650. Price depends on number of shows performed in a day.

Travel Range:

Arizona, traveling expenses outside Phoenix Metropolitan area.

Past Performances:

Over 100 school assemblies and entertainment. Traveled all over the country; featured on discovery channel and Fox Real TV; several members are stars of ESPN'S X games.

Contact Person:

Name: Puppet Pizzazz, Joy Wade or Joyzelle Curtis
Address: 1405 E. 3rd Place, Mesa, AZ 85203
Telephone: 602-833-5577 or 602-340-7510

Description of Performance:

New story show for 1998 is "Patchwork Girl of Oz".

Fee Plus Mileage:

\$150.00

Travel Range:

Anywhere in Arizona with a modest pre-arranged travel allowance.

Past Performance:

Puppet making Workshop plus "Hansel & Gretel" for the State Librarians Convention. "Little Red Riding Hood" for State Fair, Kid's Connection and many libraries. "Pandemonium" and ecology show for libraries and shopping malls. "Puppet Circus" for many libraries and other events. "Pinocchio and Friends" events throughout Arizona. These programs are also currently available.

Contact Person:

Name: Quintessence Chamber Ensemble, Jill Marderness
Address: P.O. Box 56642, Phoenix, AZ 85079
Telephone: (602) 483-9430

Description of Performance:

Woodwind quintet performs for children and adult special events. Program include "Let Us Show You," "Just Imagine", "Take Me to the Zoo." Integrates music with science, math and art. Demonstrates instruments. (Available September through May).

Fee Plus Mileage:

Available upon request.

Travel Range:

Arizona.

Past Performance:

Kerr Cultural Center, various public schools.

Contact Person:

Name: David A. Riggs
Address: 4602 E. Paradise Village Parkway North #A204, Phoenix, AZ 85032
Telephone: (602) 996-6715

Description of Performance:

Storyteller. British, Irish, International Folktales, Fairy tales, and Legends. Age level: All levels.

Fee Plus Mileage:

Negotiable.

Travel Range:

Arizona (Beyond Phoenix travel + lodging expenses).

Past Performance:

Sunrise Middle School, North Ranch Elementary, Mesa S.W. Museum, Gilbert Public, Mesa AZ Renaissance Festival. Roster Artist, AZ Commission of the Arts.

Contact Person:

Name: Martin Juan Rivera, Sr.
Address: PO Box 36734, Tucson, AZ 85740-6734
Telephone: (520) 544-4533

Description of Performance:

Bilingual Storyteller. Tells stories from the Southwest, Native American tales, and scary stories. Spanish/English. Age level: All ages.

Fee Plus Mileage:

\$75/hour plus mileage and expenses outside of Tucson.

Travel Range:

Arizona.

Past Performances:

Tolleson Public Library; Littleton School District; Liberty School District; Nogales Public Library; Cochise County Public Library; Gilbert School District; Tucson Unified School District #1; Tucson-Pima Library; Sunnyside School District #12; Rio Colorado Primary School in San Luis; Sommerton School in Sommerton; Albuquerque Story Fiesta and Silver City, N. M. Public Library.

Contact Person:

Name: "Loca Rosa" a.k.a. Tish Dvorkin
Address: 8043 East Irwin Avenue, Mesa AZ 85208
Telephone: (602) 986-6016 **Fax:** (602) 986-7545

Description of Performance:

"Loca Rosa" performs in costume, plays guitar, lute and balalaika and frame drum. Specializes in Eastern European multi-ethnic folk tales & music especially Russian/Jewish cultures. (Arizona Commission on the Arts roster Artist 1993-2000.)

Fee Plus Mileage:

Inside greater Phoenix area (50 mile radius) fees range from \$150 to \$400+. Outside greater Phoenix area fee negotiable with mileage 35¢ per mile less first 50 miles each round trip; food/lodging, \$60 per day.

Travel Range:

Anywhere.

Past Performances:

Mesa Public Library; Scottsdale Public Library; Tempe Public Library; Gilbert Public Library; Chandler Public Library; Glendale Public Library; Peoria Public Library; Mesa Public School Fine Arts Tour; Scottsdale Community College; Glendale Community College; Artist in Residence programs at many Arizona schools.

Contact Person:

Name: Leslie Eve Ross - Gloriana Queen of the Fairies
Address: 4743 N. 21st Ave/Phoenix, AZ 85015
Telephone: 602-242-6067

Description Of Performance:

Unique and original storytelling. Also, "Mother Nature", "Betsy Ross", a children's program with stage play, an adult program and a Christmas Program.

Fee Plus Mileage:

Gloriana Program \$150; Mother Nature Program \$100; Betsy Ross Program \$75; plus \$.35 per mile from Central Phoenix.

Travel Range:

Arizona

Past Performances:

Cottonwood Public Library Summer Reading Program-1997 (well received by the children).
Statewide: Many promotions, grand openings, schools, hospitals fund raisers.

Contact Person:

Name: Jeffrey Sadow
Address: 8413 E. Wilshire Dr., Scottsdale, AZ 85257
Telephone: (602) 990-8605

Description of Performance:

Multi-ethnic storytelling with music and instruments. Flexible and will adapt to needs of libraries.

Fee Plus Mileage:

Negotiable.

Travel Range:

Loves to travel Arizona.

Past Performances:

Glendale Public Library, Scottsdale Public Library, Arizona Library Association, Sierra Vista Public Library, Apache Junction Public Library, Prescott Public Library, East Flagstaff Community Library, Sedona Public Library, Forest Lakes Public Library, Pine Public Library, Bagdad Public Library and Mayer Public Library, Pima Public Library, Duncan Public Library, Show Low Public Library.

Contact Person:

Name: Joan Sandin
Address: 2340 E. 4th St., Tucson, AZ 85719
Telephone: (520) 881-4481

Description of Performance:

Author/Illustrator of *Hill of Fire*; *Snowshoe Thompson*; *The Long Way Westward*; *The Long Way to a New Land*; series about a Swedish family's immigration; *As the Crow Flies*; *Pioneer Bear*. Translated the Linnea books from Swedish to English. Prefers small groups. Workshop type presentation: Traces a book from idea to finished product, showing original sketches and illustrations. Audience participation. Illustrated a reissue of Nathaniel Benchley's *Small Woof* and *A Bear for Miguel*. Age level: Preschool, Intermediate.

Fee Plus Mileage:

\$400/day plus mileage.

Travel Range:

Preferably Arizona.

Past Performances:

Schools, teacher's and librarian's conferences, speaker at Arizona State Library Association and the International Reading Association Regional Conference.

Contact Person:

Name: Karen Schedler
Address: Phoenix Zoo Education Dept.
Telephone: 602-273-1341X7331/ Fax: 602-273-7078

Description of Performance:

Coupons and Promotionals for the Zoo. Call above number to see what is currently available.

Contact Person:

Name: Dick Schick
Address: 1869 North Ellis, Chandler, AZ 85224-7810
Telephone: (602) 838-1608, (W) (602) 838-4043

Description of Performance:

Marionette show and magic show. Uses an anti-drug theme. Marionettes do tricks (Vaudeville). Lots of audience participation; hypnosis.

Fee Plus Mileage:

\$200 1st show, price is adjusted for additional shows. Mileage fee.

Travel Range:

Arizona.

Past Performances:

Chandler Public Library, Phoenix Public Library, Tempe Public Library, Gilbert Public Library, major fairs in State.

Contact Person:

Name: Susan Seats
Address: 4554 E. Paradise Village Parkway North, Apt. 168, Phoenix, AZ 85032
Telephone: (602) 996-4363

Description of Performance:

Performs as well as teaches magic tricks.

Fee Plus Mileage:

Charge \$75 mileage; \$10 for supplies; mileage charged for show 15 miles or more.

Travel Range:

Maricopa County.

Past Performances:

Has done volunteer shows at schools and nursing homes; taught coping skills at schools; and performed on the Jerry Lewis MDA, Illinois Chapter telethon in 1987. State and National Conventions.

Contact Person:

Name: Mary Ruth Shropshire

Address: 6734 N. Chapultepec Circle, Tucson, AZ 85750

Telephone: (520) 529-1161

Description of Performance:

Author/Storyteller. Southwestern stories, Folktales. Age level: Preschool through seniors.

Fee Plus Mileage:

Negotiable.

Travel Range:

Arizona.

Past Performance:

Civic Organizations, preschools through high schools, Churches, and various community activities; charter member and past president of "Tellers of Tales"; Co-Chairman for 3rd annual Arizona Storytellers Conference-1988.

Contact Person:

Name: Elaine Smith

Address: 1417 E. Kramer Street, Mesa, AZ 85203

Telephone: (602) 962-4908

Description of Performance:

Teaches manual alphabet and basic vocabulary in sign. Will do a demonstration by teaching participants to sign a song. Will teach classes of 2 hours for 6 weeks; maximum of 7-10 students per class.

Fee Plus Mileage:

\$25 for a demonstration; \$10 per students for 6 week class.

Travel Range:

East Valley.

Past Performance:

Leads signing clubs and serves as an interpreter for the hearing impaired.

Contact Person:

Name: Smokey the Bear, Woodsy the Owl-U.S. Forest Service,
Coconino National Forest, Karen Malis Clark

Address: Peaks Ranger Station, 5010 N. Hwy. 89, Flagstaff, AZ 86004

Telephone: (520) 527-3492. Call between 7:30 - 4:30, Monday through Friday.

Description of Performance:

Smokey the Bear and puppets present programs on camping safety and fire prevention. 30 minute program for preschool through 3rd grade.

Fee Plus Mileage:

No fee

Travel Range:

Northern Arizona - will refer to local offices if outside Flagstaff. All invitations depend on availability

Past Performances:

Flagstaff Public Library.

Contact Person:

Name: Society for Creative Anacronism
Alan Shaw, State Coordinator
Address: P.O. Box 317, Mesa, AZ 85211
Telephone: (602) 962-6355

Description of Performance:

Demonstration of arts, crafts, sciences, or fighting of the Middle Ages and Renaissance.

Fee Plus Mileage:

Free to local libraries/schools. Donations accepted.

Travel Range:

Local groups. Mr. Shaw can put you in contact with a group in your area. Prescott, Kingman, Flagstaff, Parker, Lake Havasu, Casa Grande, Globe, Sierra Vista, Yuma.

Past Performances:

Mesa Public Library, Charles C. Royall Memorial Library, Chandler, Phoenix, Mesa, Scottsdale Elementary, Middle and High Schools.

Contact Person:

Name: Southwest Brass, Russ Plylar
Address: 2311 W. Windrose Drive, Phoenix, AZ 85029
Telephone: (602) 997-9981 **Fax:** (602) 997-9982
e-mail: swbrass@amug.org

Description of Performance:

You will find that our 3 musical/slide show offerings are perfect for any size performance room. Titles are *Jurassic Brass*, *Star Quest*, and *Howl With the Wolves*. Each show contains unique descriptive music, performed by 2 live trumpeters and customized sound track, entertaining and interactive narration, as well as engaging slides obtained from museums, NASA, and various national parks and state agencies. The shows are flexible in length and can last from 25 minutes to 40 minutes. These shows are very effective for pre-school - 6th grade and their families. All three of these shows work well to stimulate interest in reading about dinosaurs, astronomy, and the environment.

Fee Plus Mileage:

\$250 + 25 cents a mile outside of Phoenix area.

Travel Range:

Statewide and regional.

Past Performance:

Phoenix Public Library System - all branches, Scottsdale Public Libraries - various, Glendale Public Library, Mesa Public Libraries - main branch, East Mesa Branch, Dobson Branch.

Contact Person:

Name: Starlight Planetarium Productions, Brian DeWelles
Address: 7406 W. Paradise Dr., Peoria, AZ 85345
Telephone: (602) 486-0102

Description of Performance

Informative and entertaining sky show put on with professional equipment at your location. Brings own video projection system and portable planetarium dome. Shows can be designed for any age group. Myths and legends of constellations. Special holiday program in December on the Star of Bethlehem. Telescope viewing w/ large astronomical telescope.

Fee Plus Mileage:

\$79.50 for 45 minute show, each additional show on the same day \$69.50 per show. \$129.00/2 hr. session with telescope.

Travel Range:

Arizona.

Past Performances:

Apache Junction Public Library, Phoenix Public Library System, Maricopa County Library branches. Many other county and city libraries.

Contact Person:

Name: Michael Steele
Address: 180 Verde Street, Clarkdale, AZ 86324
Telephone: (520) 634-7985

Description of Performance:

45 minute show consisting of magical illusions, professional yo-yo demonstration, juggling, and live music ("Name that Tune" game on flute).

Fee Plus Mileage:

Minimum: \$120 plus mileage outside Verde Valley. \$60 inside Verde Valley.

Travel Range:

Northern Arizona, no further South than Phoenix.

Past Performances:

Glendale Public Library, Peoria Public Library, Cottonwood Public Library, Sedona Public Library, Camp Verde Public Library

Contact Person:

Name: Jan Romero Stevens
Address: 3425 S. Carol, Flagstaff, AZ 86001
Telephone: (520) 774-2611

Description of Performance:

Author of bilingual stories and presents Writing Workshops. Published: *Carlos and the Squash Plant*; *Carlos and the Cornfield*; and *Carlos and the Skunk*. Does solo presentations and joint presentations with bilingual storyteller, Fred Salazar.

Fee Plus Mileage:

\$500/day plus 20¢/mile.

Travel Range:

The Southwest.

Past Performance:

Writing workshops at Phoenix College and U of A and story presentations at schools throughout Arizona and Southern New Mexico.

Contact Person:

Name: Joyce A. Story
Address: 418 Sagebrush Street, Litchfield Park, AZ 85340
Telephone: (602) 935-1685 or (602) 435-3686 **E-mail:** STORY@GC.MARICOPA.EDU

Description of Performance:

Storyteller. Slavic and Hispanic Folktales and Legends. Age level: Juvenile.

Fee Plus Mileage:

\$50/hour.

Travel Range:

Phoenix area.

Past Performance:

Glendale Community College, Renaissance Festivals, Elementary and high schools.

Contact Person:

Name: String Sounds, Susan Smith
Address: 3944 East Oak Street, Phoenix, AZ 85008
Telephone: (602) 275-7790

Description of Performance:

String quartet. They play music around a theme that combines children's books with music; for example, *Books That Make Us Laugh*. Uses props including poster illustration for each book. 30 minutes.

Fee Plus Mileage:

Mileage and expenses included in fee and calculated by Music Performance Trust Fund.

Travel Range:

Anywhere in Arizona, unless too far to be cost effective.

Past Performances:

Chandler Public Library, Apache Junction Public Library, Prescott Public Library, Miami Memorial Library, Globe Public Library, Gilbert Public Library, Phoenix Public Library.

Contact Person:

Name: Stan Tang
Address: 5201 N. 24th St. #105, Phoenix, AZ 85016
Telephone: (602) 553-8166

Description of Performance:

Freelance illustrator and cartoonist. Will teach techniques on cartooning, illustration, and basic drawing in a fun and humorous session. (minimum 1 hr. session).

Fee Plus Mileage:

\$45 an hour. Mileage and fee included in workshop within Maricopa County. Will consider workshops outside of Maricopa County if mileage or accommodations are provided.

Travel Range:

Phoenix Metropolitan Area or location within a two hour drive.

Past Performance:

Phoenix Central Public Library and its branches, Chandler Public Library, Sedona Public Library, Cottonwood Public Library, Mesa Public Library, Tempe Public Library, Scottsdale Public Library, Buckeye Elementary, Kyrene Middle School, All Saints Episcopal School, Channel 10 morning news (Fox Affiliate), and other valley locations.

Contact Person:

Name: Laurie Vela
Address: P. O. Box 2211, Aptos, CA 95001
Telephone: 1-800-ABC-4974

Description of Performance:

Bookteller, Author, Illustrator, Performer. Perform with interactive program that features big books, rhymes, and songs. These all original materials set characters like the color cloud and action ants in a vast variety of themes. Shows come with audio and written materials including bookmarks and a promotional color poster.

Fee Plus Mileage:

\$175.00 Block Booking only (More than 1 show). (Fee variable).

Travel Range:

Unlimited.

Past Performance:

Touring library schools in both East & West Coast for 5 years. Nevada Library Association.

Contact Person:

Name: Phyllis Vogelsong
Address: 5729 W. Purdue Circle, Glendale, AZ 85302
Telephone: (602) 934-4206

Description of Performance:

Awareness Issues: Special needs focused puppet show for school-age children. "The Kids On the Block" is a troupe of puppets whose purpose is to help school-age children understand the special needs of those around them. Many of the puppets face such challenges as blindness, leukemia and mental retardation and other social issues.

Fee Plus Mileage:

Donation \$50.

Travel Range:

Phoenix Metro Area, and other valley locations.

Past Performance:

Local schools and libraries.

Contact Person:

Name: Allan Wade
Address: 827 E. 6th Ave., Mesa, AZ 85204
Telephone: (602) 962-4426

Description of Performance:

He presents shows of parlor magic or illusions for small groups, assisted by family members. He also does balloon figures and marionette puppet shows.

Fee Plus Mileage:

\$85 for 30 minute show of magic and illusions; \$50 for first hour of balloons, \$35 each additional hour; \$125 for 40 min. puppet show.

Travel Range:

Primarily Metro Phoenix area, but will travel statewide.

Past Performance:

Summer programs in Casa Grande and Coolidge. Programs in Mesa, Tempe and Chandler public schools, Mesa libraries, high school and elementary schools statewide, and special occasions/private parties for all ages.

Contact Person:

Name: Dorothy Hines Weaver
Address: 4639 W. Shaw Butte Drive, Glendale AZ 85304
Telephone: (602) 938-7672

Description of Performance:

Author of *Arizona A to Z* and *New Mexico A to Z*. She makes school visits about the book libraries.

Fee Plus Mileage:

\$100/half day.

Travel Range:

Arizona.

Past Performances:

Schools throughout Arizona.

Contact Person:

Name: Fran Weissenberg
Address: 3041 N. Willow Creek Drive, Tucson, AZ 85712
Telephone: (520) 881-5827

Description of Performance:

Author of *The Streets are Paved with Gold*, a natural sequel to *Fiddler on the Roof*, the story of an immigrant growing up in the melting pot of Brooklyn. Articles about bibliotherapy: *Cherish your Memories, Immigrants in History, Family*. Received the Sidney Taylor Award from the Association of Jewish Libraries. Age level: Intermediate, Juvenile.

Fee Plus Mileage:

Fee negotiable.

Travel Range:

Tucson area.

Past Performances:

Copper Creek School (Tucson), Pima Retired Teacher's Association, Synagogues.

Contact Person:

Name: We're Storytellers, Russell Mann
Address: 59 Pine Del Drive, Flagstaff, AZ. 86001
Telephone: (520) 774-5669

Description of Performance:

Multicultural and bilingual stories and songs for audiences of all ages. Can tell stories about Captain John Hance, who was an early Grand Canyon guide and noted Tall Tale Spinner.

Fee Plus Mileage:

For Summer Reading Programs: \$150 all expenses included for Northern Arizona. Outside Northern Arizona \$250.

Travel Range:

Statewide.

Past Performances:

Mesa Public Library, Albuquerque Public Libraries, 150 schools and libraries in Arizona, Colorado, Utah, Nevada, and New Mexico, and various conferences and festivals.

Contact Person:**Name:** Gene Williams**Address:** 19333 E. Ocotillo Road, Queen Creek, AZ 85242**Telephone:** (602) 987-3665**Description of Performance:**

Creative writing and how to get it published. Teaches students by analyzing a story to improve their writing skills and write as well as the professionals. Holds seminars and teaches workshops. Also has a business that does videos, art, designs, topography, and printing, and can instruct in these areas. Programs for children.

Fee Plus Mileage:

Negotiable, depending on the occasion.

Travel Range:

Phoenix Metro area preferred.

Past Performances:

Held after school programs at libraries for students on improving their writing skills. Conducted seminar at Mesa Public Library.

Contact Person:**Name:** John Williams**Address:** P.O. Box 2207, Chino Valley, AZ 86323-2207**Telephone:** (520) 636-0651**Description of Performance:**

Educational Entertainment Experiences for children. He plays guitar and does sing-along getting the children involved in the music. Also presents adult musical programs of Hokey Folky Grunge (folk music with humor). Beginning songwriting and performing techniques.

Fee Plus Mileage:

Negotiable.

Travel Range:

Anywhere in Arizona.

Past Performance:

Cottonwood Public Library, Prescott Public Library, Pioneers Home in Prescott, Charly's in Flagstaff, Fiddler's Dream in Phoenix, Thirsty Ear in Chino Valley, Phoenix Public Library, The Essenza in Mesa, The Ark Room in Phoenix, Peoria Public Library.

Contact Person:**Name:** Janet Winans**Address:** 1108 Mohave Avenue, Parker, AZ 85344**Telephone:** (520) 669-6578**Description of Performance:**

Reads poetry, her own and others selected to fit the specified theme. Will discuss the process of writing her experience and the creative process. Exercises in creative writing can be part of the program, if desired.

Fee Plus Mileage:

Workshop \$50, Lecture \$75, Performance \$75.

Travel Range:

Arizona.

Past Performance:

Public schools in Tucson, Phoenix and White River, Arizona; Cottonwood Public library. Has traveled with the Tumbleword Group of Roving Writers in Coolidge & Lake Havasu City.

Contact Person:

Name: Diane Winslow, Dreams Unlimited Story Telling Service

Address: 137 Mountain Morning Drive, Tucson, AZ 85704

Telephone: (520) 742-0662

Description of Performance:

Author/Storyteller. Fantasy and Real Life Stories, Southwest Stories. Age level: Preschool, Intermediate, Juvenile and Adult. Available weekends only with exception of evenings in Tucson area. (Only available weekends and holidays).

Fee Plus Mileage:

Negotiable plus mileage.

Travel Range:

Arizona.

Past Performance:

Schools in Wickenburg, Coolidge, Casa Grande, Tucson and Phoenix and various resorts including Canyon Ranch Spa Resort and Doubletree. Also toured schools in Indiana and Illinois.

Contact Person:

Name: Rosie Stevens Witcher

Address: 2742 S. Azalea Drive, Tempe, AZ 85282

Telephone: (602) 831-3880

Description of Performance:

Storyteller of Cajun and Southern Stories (Crayfish Tales and other Southern Delights). All age levels

Fee Plus Mileage:

Negotiable.

Travel Range:

Arizona.

Past Performance:

National celebrations in Sacramento and Scottsdale. Artist in Residence in theatre (AZ Commission of the Arts).

Contact Person:

Name:

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- A Child's Art Factory**, 7371 Player Drive, San Diego, CA 92119. 1-619-460-6077.
Prepackaged craft kits for groups of 24, 30, 36 or 100 students, ranging in price from \$15 to \$120 depending upon the size of the kit.
- ABC School Supply, Inc.** 3312 N. Berkeley Lake Road, Duluth, GA 30136. 1-800-669-4222.
Hand puppets, craft supplies, prizes, flannel boards, games, records, etc.
- ALA Graphics**. American Library Association, 50 E. Huron Street, Chicago, IL 60611.
1-800-545-2433.
General posters, calendars, decorations for libraries.
- Accent Annex**. 1120 S. Jeff Davis Parkway, New Orleans, LA 70125-9901. 1-800-322-2368.
Novelties and trinkets including masks and hats.
- Action Products International, Inc.** 344 Cypress Road. Ocala, FL 34472-3108. 1-800-772-2846.
Fax: 1-352-687-4961.
Educational toys, model kits, science toys, animal figures.
- Argus Posters for Education**. P.O. Box 6000, Allen, TX 75002-1304. Orders: 1-800-527-4748.
Colorful posters and award certificates which can be purchased in volume batches for prizes.
- Arizona Renaissance Festival**. 12601 East Highway 60, Apache Junction, AZ 85219. 1-520-463-2600.
Fax: 520-463-2026.
Medieval festival runs for 6 weeks yearly starting in February. Flyers, study guides, posters.
- Building Blocks**. 38W567 Brindlewood, Elgin, IL 60123. 1-708-742-1013.
A catalog of idea books: bulletin boards, felt boards, exploring art, fingerplays, puppets, clay modeling projects, singing games, etc.
- Carson-Dellosa**. P.O. Box 35665. Greensboro, NC 27425-5665. 1-800-321-0943. Fax: 1-800-535-2669.
Instructional materials, bulletin boards, charts, clip art, books, rubber stamps, blocks.
- Child Graphics Press**. P. O. Box 7771, Hilton Head Island, SC 29938. 1-800-543-4880.
Primarily posters and "novel unit teacher's guides" which contain bulletin board ideas and activities.
- Children's Book Council**. Order Center, 350 Scotland Road, Orange, NJ 07050. 1-800-999-2160.
Colorful posters and certificates for summer reading programs.
- Dakin, Inc.** P. O. Box 7200—Order Department, San Francisco, CA 94120-9977. 1-800-227-6598.
Linda Pazola, local sales representative will show samples and take orders, 602-493-1773.
Minimum order \$250.00.
- DEMCO, Inc.** P. O. Box 7767, Fresno, CA 93747-7767. 1-800-356-1200. FAX 1-800-245-1329.
Kids Love Libraries : new ways to inspire today's kids, 1995 catalog. Books, puppets, bookbags, bookmarks, posters, display racks and library furniture, designed for kids.
- Devonshire Renaissance Faire**. City Of Phoenix, Parks, Recreation & Library Dept. 2802 E Devonshire. Phoenix, AZ 85016. 602-256-3130. Fax: 602-262-6001.
Coordinates activities and performances for annual Devonshire Renaissance Faire at Los Olivos Park, Phoenix, Arizona on 9/27-9/28/97. Contact for information.

Gryphon House, Inc.: Early Childhood Teacher Books. P.O. Box 207. Beltsville, MD 20704-0207.
1-301-595-9500, Toll Free 1-800-638-0928. FAX: 301-595-0051.

Publishes activity books, including fingerplays, crafts, art, science, math, celebrations and holidays.

Highsmith. West 5527 Highway 106, P. O. Box 800, Fort Atkinson, WI 53538-0800.
1-800-438-1637.

Library promotions, including puppets, posters and bookmarks.

Hot Rod Magazine. P.O. Box 51397, Boulder, CO 80323-1397, Attn: Frederick R. Waingrow, President

A possible source of sports related incentives to offer as prizes.

Inside Stuff. The Quarter Group Inc. , 2155 Butterfield, Suite 200, Troy, MI 48084-3423, Attn: Media Programs - Karen Ashnault

A possible source of sports related incentives to offer as prizes.

JanWay Company. 11 Academy Road, Cogan Station, PA 17728-9300. 1-800-877-5242.

Personalized promotional items for libraries: magnets, buttons, bags, bumper stickers, mugs, pens and pencils, shirts and caps.

J.L. Hammett Co. P.O. Box 660420, Dallas, TX 75266-0402. 1-800-333-4600. Fax: 1-800-873-5700.

Teacher resources, classroom supplies, art & craft materials, furniture & equipment.

Johnson Specialties. P. O. Box 357, Cedar Hurst, NY 11516-0357. 1-800-221-6714.

Catalog of trinkets and inexpensive items. Treasure chests in a variety of sizes (on page 24).

Jr. Drag Racer. P.O. Box 5555, Glendora, CA 91740-0950, Attn: Promotions Manager-Diane Harlander

A possible source of sports related incentives to offer as prizes.

Kids & Things (DEMCO), P. O. Box 7767, Fresno, CA 93747-7767. 1-800-356-1200.
Fax: 800-245-1329.

Kidstamps. P. O. Box 18699, Cleveland Heights, OH 44118. 1-800-727-5437.

Inexpensive rubber stamps of all sorts.

Kimbo Educational, Department R, P.O. Box 477, Long Branch, NJ 07740-0477. 1-800-631-2187.

Cassettes, records, filmstrips, videos and read-alongs useful for storytime activities.

Kipp Brothers, Inc. P.O. Box 157, Indianapolis, Indiana 46206. 1-800-428-1153. Fax: 1-800-832-5477.

Toys, novelties, gifts, carnival & party items.

Lakeshore Learning Materials. P.O. Box 6261, Carson, CA 90749. 1-800-421-5354. Fax: 1-310-537-5403. Arts & crafts supplies, games, puzzles, music instruments, blocks, toys.

Library Clip Art Book. Em Graphics, Box 8233, Greenville, NC 27835-8233. 1-919-355-2478.

140 reproducible drawings designed by a library community relations coordinator specifically for library themes and services. \$50 per volume plus \$3 shipping.

Listening Library: Literature Based Media For Children And Adults. 1 Park Avenue, Old Greenwich, CT 06870-1727. 1-800-243-4504.

Carries wonderful characters, puppets and dolls to go with favorite children's books: Curious George, Pippi Longstocking, Madeline, Winnie the Pooh, Clifford, etc.

Music for Little People. P. O. Box 1460, Redway, CA 95560. 1-800-727-2233.

Audio and video cassettes, musical instruments, some costumes and activity kits.

Oriental Trading Company, Inc. P. O. Box 3407, Omaha, NE 68103. 1-800-327-9678 for catalog requests. 1-800-228-2269 for orders.

Catalog includes a range of inexpensive trinkets and promotional items. Inexpensive prizes can be ordered in bulk; some decorations and crafts materials.

Racing for Kids. Griggs Publishing Company Inc. P.O. Box 500, Concord, NC 28026-0500, Attn: Robert E. Griggs Jr.

A possible source of sports related incentives to offer as prizes.

Really Good Stuff. A division of Filmic Archives, The Cinema Center. Botsford, CT 06404. Customer service: 203-261-1920, or orders: 1-800-366-1920.

Posters, bookmarks, stickers, buttons, trophies and other learning materials for librarians and teachers.

Rivershore Reading Store. 2005 32nd Street, Rock Island, IL 61201. 1-309-788-7717.

1995-96 Catalog has lots of Olympics related incentives: award ribbons, stickers, collectible buttons, friendship bracelets.

S & S Educational Products; S & S Arts and Crafts. P. O. Box 513, Colchester, CT 06415-0513. 1-800-243-9232 or (203) 537-3451.

Craft kits and supplies geared toward youth groups and crafts groups.

Shapes ETC. 8840 Rt. 36. P.O. Box 400, Dansville NY 14437. 1-800-888-6580.

Die-cut shapes e.g. bears, hearts, etc. Also stencils, rubber stamps and bookmarks - most of the paper "shapes" come 3" x 3" or 5"x7".

Sherman Specialty Company, Inc. P. O. Box 401, Merrick NY 11566. 1-800-645-6513 or 1-800-669-7437. FAX: 1-800-853-TOYS (8697)

Various trinkets, small toys, prizes, stickers, and treasure chests.

Smilemakers, Inc. P. O. Box 2543, Spartanburg, SC 29304-2543. 1-800-825-8085.

Stickers and toys.

Sports Illustrated for Kids. Time Inc. - Time Life Building. Rockefeller Center, New York, N.Y. 10020-1393, Attn.: Promotion Manager -Pamela T. Dey

A possible source of sports related incentives to offer as prizes.

T. S. Denson and Co., Inc. 9601 Newton Ave. S., Minneapolis, MN 55431. 1-800-328-3831.

Discovery themes information cards which contain reading and art activities on various topics.

Tuff Stuff. P.O. Box 751901, Charlotte, NC 28275-1901

A possible source of sports related incentives to offer as prizes.

U.S. Toy Co., Inc. 1227 East 119th Street, Grandview, MO 64030. 1-800-761-5900. FAX: (816) 761-9295

Inexpensive novelties and toys to use as incentives.

Upstart. 32 East Avenue, Hagerstown, MD 21740. 1-800-448-4887.

Reading and library promotional items. Posters, decorations, bookmarks, bags, prizes for libraries. Catalog 2 (p.12-13) has materials with the theme: WIN WITH READING.

Wonderstorms. c/o World Almanac Education, P. O. Box 94556, Cleveland OH 44101-4556. 1-800-321-1147.

Posters, bookmarks, mobiles, displays, to promote reading. Catalog covers many themes.

RESOURCE MATERIALS

Government Publications:

Government publications are available at low cost and in bulk quantities. Some of the titles below may coordinate with or supplement programs you choose to do this summer. Libraries may wish to order a quantity of the publications for distribution to interested parents, or for distribution to the general public.

The following publications may be ordered from:
R. Woods, Consumer Information Center, Pueblo, CO 81009

BOOKS FOR CHILDREN #8

A listing of 100+ of the best children's books recently published, from preschool to high school levels. 1992. \$1. Item 101Z. 23pp.

HELPING YOUR CHILD LEARN GEOGRAPHY.

For children 3 to 10: fun ways to learn geography. 1990. \$.50. Item 414Y. 33pp.

HELPING YOUR CHILD LEARN MATH.

Free, 2 copies maximum. Item 612Z.

HELPING YOUR CHILD LEARN SCIENCE.

Some science basics plus fun activities for parents and children to do jointly. 1992 \$3.25. Item 143Z. 64pp.

HELPING YOUR CHILD LEARN TO READ.

Free, 2 copies maximum. Item 617Z.

HELPING YOUR CHILD USE THE LIBRARY.

1992. \$.50. Item 415Z. 23pp.

TIMELESS CLASSICS.

Lists nearly 400 books published before 1960 for children of all ages. 1991. \$.50. Item 417Y.

YOU CAN HELP YOUR YOUNG CHILD LEARN MATHEMATICS.

Fun ideas to connect real life experiences with mathematics. 1991. \$.50. Item 412Y.

From the Government Printing Office, the following titles are available. Call the GPO Order Desk for prices (202)-783-3238. Give the stock number.

COMO AYUDAR A SUS HIJOS A APRENDER CIENCIA.

1992. Stock number 065-000-00521-2. 64pp.

From Library Programs/Office of Educational Research and Improvement, U. S. Department of Education, 555 New Jersey Ave., NW, Room 402, Washington, DC 20208 (202)-208-0969

COMO AYUDAR A SUS HIJOS A USAR LA BIBLIOTECA.

1992. 25pp.

LIBRARIAN'S FAVORITE:
BEST BOOKS FOR CHILDREN'S PROGRAMMING

Can you find it?: 25 library scavenger hunts to sharpen your research skills..
McCutcheon, Randall. Revised edition. Minneapolis, MN. Free Spirit Publishers, c1991.

Channels to Children: Early Childhood Activity Guide for Holidays and Seasons.
Beckman, Carol A. Colorado Springs, CO. Channels to Childrens, 1982.
A handbook containing crafts, finger plays, songs and stories for felt, and patterns to use and arranged in thematic categories according to seasons or holidays.

Copycat Magazine. Racine, WI, Copycat Press.
When planning programs for young people, *Copycat Magazine* is undoubtedly the source used most frequently by all members of the Youth Service Department at our library. While *Copycat* is advertised as a classroom tool of "ideas and activities for K-3 teachers", our staff has found this magazine indispensable in our day-to-day functions at the library. We use its colorful and informative calendar each month as the focal point of our bulletin board. *Copycat's* seasonal and thematic units provide us with stories, bibliographies, crafts, songs and reproducible artwork for use in our storytimes and other programs. Each issue covers two month's worth of activities and includes information about special days. The artwork is simple and somewhat whimsical yet it remains appealing to both children and adults. If your library can't afford a full-time artist-in residence, then become a guilt-free "copycat" by subscribing to this wonderful magazine. Write to: Copycat Press, P. O. Box 081546, Racine, WI, 53408-1546. At \$16.95 a year for five issues, it's a bargain! (P.S. No issue is published during July/August but you'll be too busy with your summer reading program to even notice!)

Connecting Young Adults and Libraries: a how-to-do-it manual. (How to do it manuals for libraries series).

Patrick Jones. New York. Neal-Schuman, 1992.
Young adults' libraries --Administration.

Creative Resources for the Early Childhood Classroom.

Herr, Judy. Albany, N.Y. Delmar Publishers, 1990.

Thematic units containing fingerplays, songs, books, recipes, art activities, developmental skill activities, games, creative drama, and music.

Everyday Circle Times.

Wilmes, Liz and Dick. Elgin Illinois. Building Blocks, 1983.

Thematic units with ideas for displays, songs, fingerplays, recipes, field trips, books and games.

Also: The Circle Time Book? 1982

Yearful of Circle Times, 1989

More Everyday Circle Times, 1992

Flannelboard Fun A Collection of Stories, Songs and Poems.

Brigg, Diane. Metuchen, NJ. Scarecrow Press, 1992.

Discusses how to make a felt board and felt figures and offers other suggested activities. Includes 28 stories and rhymes with patterns for felt figures and a bibliography of resources for storytime programming.

Library Puzzles and Word Games for Grades 7-12.

Smallwood, Carol. Jefferson, NC. McFarland & Company, c1990.

Library orientation for junior high school students. Junior high school libraries -- Activity programs.

Picture Book Story Hours: From Birthdays to Bears.

Sitarz, Paula Gaj. Littleton, CO. Libraries unlimited 1987.

Includes an introduction on putting a Storytime together with thematic chapters following. Each chapter discusses publicity, presentation, read aloud books, fingerplays, songs, story presentation ideas (felt board, tell and draw, etc.) and films. Includes an appendix for other resources aids in programming.

Also: *More Picture Book Story Hours. From Parties to Pets.*

A Planning Guide to the Preschool Curriculum .

Sanford, Anne R. Winston-Salem, NC. Kaplan Press, 1983.

Each section of the book is divided into a weekly theme with sub-themes with levels of skill development. Units contain crafts, activities, recipes, finger plays, songs, and storytelling ideas.

Ring A Ring O 'Roses: Fingerplays for Pre-School Children.

Flint Public library, 1026 E. Kearsley, Flint, MI. 48502. (313) 232-7111

A collection of alphabetically arranged fingerplays with subject index.

The Storytime Sourcebook .

Cullum, Carolyn N. New York. Neal-Schuman Publishers, 1990.

Divided into thematic sections giving suggestions for filmstrips/films, books, craft, activities, songs and fingerplays.

Story S-T-R-E-T-C-H-E-R-S: Activities to expand Children's Favorite Books.

Raines, Shirley C. Mount Rainier, ND. Gryphon House, 1989.

Chapters are arranged around a theme with each theme containing several feature books. Each feature book has ideas for crafts, creative drama, science and recipe activities, books, fingerplays and songs.

Also: Story S-T-R-E-T-C-H-E-R-S, 1991.

Theme-A-Saurus: The Great Big Book of Mini Teaching Themes .

compiled by Jean Warren. Everett, WA. Warren Publishing House, Inc., 1989

Each thematic unit contains a variety activities designed for preschool children. Each unit has art and science activities, recipes, fingerplays, and songs and at the end there is a bibliography of books to each theme.

Theme-A-Saurus II: The Great Big Book of Mini Teaching Themes .

Compiled by Jean Warren, Everett, WA. Warren Publishing House, 1990.

A companion volume to *Theme-A-Saurus* with additional themes containing art and science activities, recipes, games, fingerplays and songs.

Young Adult Program Idea Booklet.

Wisconsin Library Association. Children's and Young Adult Services Section. YA Task Force. Madison, WI. Wisconsin Library Association, 1991.

Young adults--Books and reading. Young adults' libraries

READ ARIZONA

MISCELLANEOUS

389

390



Arizona State Parks invites you to
Read Arizona
 and experience Arizona State Park Historic Sites

ONE FREE ADMISSION

to one of the historic Arizona State Parks listed below
 to the reader who has completed the reading program at:

(Library Name)

Fort Verde State Historic Park
 Experience officers' quarters and the parade ground as modern-day historians in period clothing bring the Fort to life.

Homolovi Ruins State Park
 Archaeological digs continue in this park, site of four main pueblo ruins.

Jerome State Historic Park
 1916 adobe mansion featuring artifacts, video presentations and exhibits on the Douglas Family and Jerome, Arizona.

Lyman Lake State Park
 Explore a water playground while viewing evidence of the Pueblo and Mogollon cultures.

McFarland State Historic Park
 Once a jail house and a hospital, this building also housed the sheriff's office, courtroom, judge's chambers, and jury room all at one time.

Picacho Peak State Park
 Experience hiking and beautiful views at the spot of the largest Civil War battle in Arizona.

Riordan Mansion SHP
 See how two brothers and their families lived in turn of the century Flagstaff in this 1904 Craftsman style mansion.

Tombstone Courthouse SHP
 Experience frontier Arizona and learn about lawmen and cowboys of the West.

Tonto Natural Bridge State Park
 Explore beautiful waterfalls and an historic lodge at the world's largest travertine bridge.

Tubac Presidio State Historic Park
 Spanish garrison built in 1752 to protect settlers, this is Arizona's first state park.

Yuma Crossing State Historic Park
 Step back in time and see how important a river crossing was to many different people.

Yuma Territorial Prison SHP
 Walk through the site of Arizona Territory's first prison and see how prisoners lived.

Must be 18 or under to be eligible. Present this coupon at ticket sales counter at one of the Arizona State Parks listed above.
 Good for one admission to an historic park or 50% off park day use entrance fee for one time for up to 4 people on other parks listed above. Not valid without your library stamp.

VALID THRU DECEMBER 31, 1999.

Arizona State Parks 1300 W. Washington Phoenix, Arizona 85007
 For free brochure, call (602) 542-4174 or (800) 285-3703 (from 520 area code)
<http://www.pr.state.az.us>



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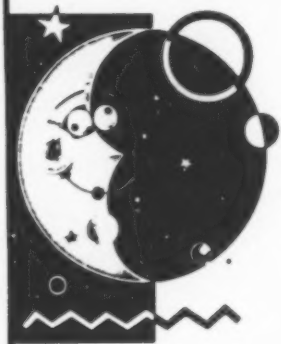
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Participated in the 1999 Arizona Reading Program



Read Arizona

Admit one child free to the Arizona Science Center when child is accompanied by a regular priced adult admission. A total of three tickets will be honored per paid adult admission. Each child must present a coupon for admission. Not valid with any other offers or discounts.

Arizona Science Center
7th Street and Washington • Downtown Phoenix • (602) 716-2000

This offer expires October 31, 1999

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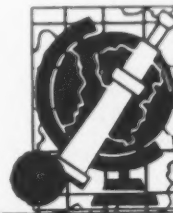
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Arizona Science Center
7th Street and Washington
Downtown Phoenix
(602) 716-2000

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Participated in the 1999 Arizona Reading Program

Read Arizona

\$1.00 off any child's admission to The Phoenix Zoo. Each child must have this coupon to present for admission. Boo! At The Zoo and ZooLights not included. May not be combined with other offers or redeemed for cash.



The Phoenix Zoo
455 North Galvin Parkway
Phoenix, Arizona

This offer expires October 31, 1999.



The Phoenix Zoo



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The Phoenix Zoo
455 North Galvin Parkway
Phoenix, Arizona

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The Phoenix Zoo

Participated in the 1999 Arizona Reading Program

Read Arizona

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The Phoenix Zoo
455 North Galvin Parkway
Phoenix, Arizona

This offer expires October 31, 1999.



The Phoenix Zoo

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ARIZONA READING PROGRAM EVALUATION

Please help us evaluate the 1999 Arizona Reading Program (ARP).

Please photocopy and complete the form. Return it to Linda McCleary at the Department of Library, Archives and Public Records, Library Extension Division, 1100 W. Washington Avenue, Phoenix, Arizona 85007, no later than September 15, 1999.

Thank you for your cooperation!

1. Library Name: _____

Address: _____

Children's Services Contact Person: _____ Phone No.: _____

Job Title: _____

2. Are you interested in serving on the 2000-2001 ARP Committee? Yes ☐ No ☐

3. What was the primary goal of your ARP this year? _____

How did you measure achievement of this goal?
(please check any that apply)

Quantitative Measures (Mandatory)

	Yes	No
Statistics	☐	☐

Qualitative Measures (Pick at least one)

- | | | | | | |
|-------------------------|--------------------------|--------------------------|----|----------------------------|---|
| 1. Focus Groups | ☐ | ☐ | or | | |
| 2. Peer Evaluation | | | or | | |
| Unobtrusive Observation | ☐ | ☐ | | 4. Attitudinal Measurement | |
| Questionnaire | ☐ | ☐ | | Interview | ☐ ☐ |
| | | | | Focus Group | ☐ ☐ |
| 3. Fast Response Survey | | | | Questionnaire | ☐ ☐ |
| Questionnaire | ☐ | ☐ | | Observation | ☐ ☐ |
| Focus Group | ☐ | ☐ | | | |

Using your qualitative measures:

What difference does the Arizona Reading Program make your Library?

What difference does the Arizona Reading Program make to your community?

MANDATORY STATISTICS

OPTIONAL COMMENTS

PROGRAM STATISTICS

4. Number of all youths registered
(break down by age if possible or just give total)
- Children (ages 0-14) _____
- Young Adults ages (15+) _____
- Total: _____

5. Total number of weeks in your
Children's Program (ages 0-14) _____

In your Young Adult Program
(if separate) (ages 15+) _____

4. Population of Legal Service Area (ages 0-5*) _____
- Population of Legal Service Area (ages 5-14) _____
- Population of Legal Service Area (ages 15+) _____
- Total: _____
- Population of Legal Service Area (all ages) _____

*Available by using the % value in the
County and City Data Book

5. Date(s) your program began

Date(s) your program ended

MANDATORY STATISTICS

6. Number of FTE involved in your Program _____
 Number of Adult Volunteers Involved _____
 Number of Youth Volunteers Involved _____

7. Total number of volunteer hours contributed to the program _____

8. Total number of meetings, special events programs etc. held during your Arizona Reading Program _____

Programs (definition): are any activity which informs, educates, motivates or entertains children, while promoting library use.

Total number of children and adults attending each event (estimate is okay)

- | | |
|-----------|------------|
| i _____ | vii _____ |
| ii _____ | viii _____ |
| iii _____ | ix _____ |
| iv _____ | x _____ |
| v _____ | xi _____ |
| vi _____ | xii _____ |

(Continue your list on the back of this page, if necessary).

9. Were any special needs children involved in your program?

Yes ☐ No ☐

If yes, please explain:

OPTIONAL COMMENTS

6. Was staffing adequate to support your program?

More than adequate ☐

Adequate ☐

Inadequate ☐

8. Please describe one of your most successful programs

Please list local sponsors of your program:

BEST COPY AVAILABLE

MANDATORY STATISTICS

OPTIONAL COMMENTS

PROGRAM BUDGET

10. Overall program budget for all library programs in 1999

\$ _____

11. Your local budget for ARP Program \$ _____

Contribution by Friends of Library \$ _____

Amount contributed by other sources \$ _____

Total ARP program budget \$ _____

11. How would you rate the adequacy of of your ARP budget? (Please check one)

More than adequate ☐

Adequate ☐

Inadequate ☐

12. Are there any public school or private school teachers in you locality who would be willing to share the May 1999 and September 1999 reading level scores of their students with the State Library? We do not need student's names; we just need statistical information to support the ARP premise that reading during the summer increases or maintains a child's reading level. Please have the teacher(s) contact Linda McCleary directly at: Library Extension Division, Department of Library, Archives and Public Records, 1100 W. Washington, Phoenix, AZ 85007; 1-800-255-5841 (AZ only), 602/542-5841; FAX: 602/256-6372 or e-mail: limccle@dlapr.lib.az.us

Please enclose, with your evaluation, any pictures, newspaper articles, booklists, programs, or other items that you wish to share with us these items are displayed at the annual Arizona Reading Program Workshop in October.

Thank you for your participation in this survey.

An optional questionnaire regarding the ARP manual and promotional items follows.

EVALUATION OF ARIZONA READING PROGRAM MANUAL AND PROMOTIONAL ITEMS

1. How would you rate the Arizona Reading Program manual?

Useful ☐ Somewhat useful ☐ Not useful ☐

What suggestions do you have for improving the manual? _____

What difference does the manual for the Arizona Reading Program make to your library? _____

2. How would you rate the other materials provided by the Arizona Department of Library, Archives and Public Records.

<u>Free Items</u>	<u>Useful</u>	<u>Somewhat Useful</u>	<u>Not Useful</u>
Activity Sheets	☐	☐	☐
Paper Book Bags	☐	☐	☐
Bookmarks	☐	☐	☐
Clip Art	☐	☐	☐
Reading Log	☐	☐	☐
Posters	☐	☐	☐

<u>Cost Items</u>	<u>Useful</u>	<u>Somewhat Useful</u>	<u>Not Useful</u>
Zipper Pulls	☐	☐	☐
Pencils	☐	☐	☐
Buttons	☐	☐	☐
Stickers	☐	☐	☐
Patches	☐	☐	☐
Canvas Bags	☐	☐	☐
T-Shirts & Polo Shirts	☐	☐	☐

What suggestions do you have for improving these materials provided by the Arizona Department of Library, Archives and Public Records? _____

What difference does the availability of these materials make to your library? _____

3. What themes would you like to propose for future ARP programs? _____

Please enclose, with your evaluation, any pictures, newspaper articles, booklists, programs, or other items that you wish to share with us these items are displayed at the annual Arizona Reading Program Workshop in October.

Thank you for your participation and evaluation of the 1999 Arizona Reading Program. In addition, your interest in the improvement of libraries in Arizona is greatly appreciated.